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WRITING FOR PRINT

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REVISED

A SAMPLE BOOK OF JOURNALISTIC CRAFTSMANSHIP, WITH SUGGESTIONS FOR HIGH SCHOOL PUBLICATIONS

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THE SCHOOL AS A COMMUNITY

ONE of the most significant trends in education today is the vitalization of classroom teaching. The curriculum has been built on the belief that the school's task is to offer a program providing the maximum guided growth to every pupil in order that he may be physically and mentally healthful, a worthy home member, equipped with a mastery of the tools and spirit of learning, a faithful citizen, vocationally effective, a wise employer of his leisure time, and endowed with a high degree of ethical character.

Boys and girls today are learning in the classroom and laboratory the definite relation that exists between the knowledge of the text and the affairs of men. In the physics laboratory they learn the principles governing the operation of the steam engine. They go out of the laboratory and see the engine in operation as it excavates for the construction of the new athletic stadium on the school grounds. In the civics classroom they learn the theories underlying sound political government, and in the school council they discover some of the difficulties which the statesman experiences in putting those theories into practice.

But the activities of an individual school are far too limited to vitalize adequately the curriculum. An adult community which has no contact with other communities becomes hopelessly provincial. A school is a community and stands in the same danger of provincialism if all of its activities become circumscribed within its own walls and grounds.

Universal education is the parent of another powerful instructive force — the public press. In a country where all people learn to read, the newspaper is the only agency which makes possible any semblance of unity of thought and activity among the citizens. The average American child attends school less than seven years. Beyond that point his field of knowledge and experience is guided by some other force or group of forces.

The newspaper, therefore, has become an indispensable factor in the broadened program of education. The modern teacher uses the daily press to vitalize his textbook material. The student of civics not only learns the theory of government from the book and grapples with its difficult problems in the school council, but he profits by the experience of the world's statesmen who today are meeting and solving those same problems in the parliament halls of the nations,

the legislatures of the states, or the courts of the countries. The student of geography learns from his book an important knowledge of the movements of ocean currents. The teacher, with the use of charts and maps, makes a graphic presentation of the theme. Then, the student turns to the newspaper and reads that Commander Edward H. Smith of the United States Coast Guard, in the report of oceanographic studies which he has just made in the Arctic, declares that he had discovered in that region, a great area of warm water about 100 meters in depth and covering about 100,000 square miles, and predicts that this "great heat reservoir" is bound to have a tremendous effect on climatic conditions.[1]

Journalism and news writing are included in the high school curriculum, but not for the purpose of making newspaper men and women of high school boys and girls. That is the task of the university school of journalism. The effective high school course is one which gives its pupils an understanding of the public press and its function in promoting the welfare of the citizen. A large portion of the course does not concern itself with writing at all. It might better be known as instruction in "news reading."

Professor Harrington in *Writing for Print* has upheld this more advanced theory of the teaching of high school journalism. He has been most unorthodox in writing a textbook as interesting as a novel, but a text which requires ample individual effort on the part of the pupil. Most of our high school graduates never write for print, but nothing will provide more effective practice in self-expression in conversation or casual writing than training in the use of newspaper style.

We predict that the use of this book in high schools throughout the country will result in a great awakening of interest on the part of the pupil in the entire curriculum. History will live when he reads of yesterday's archæological discoveries, the daily movements on the stock exchange will make him turn eagerly to his economics and mathematics, the construction of a giant airship will prove the practical value of chemistry, and the necessity for broadening his vocabulary will turn Latin from a dead to a living subject. When a new generation develops a lofty taste for daily reading, our newspapers will improve the quality of their work to satisfy that taste.

Selden Carlyle Adams

Assistant Director, Division of Publications
The National Education Association
Washington, D. C.

[1] See the *United States Daily*, September 24, 1928.

A NOTE ABOUT THE NEW EDITION

REPAIRED, redecorated, refurnished from bow to stern, the good ship *Writing for Print* leaves dry-dock for another cruise in educational waters. Since its launching a few years ago, many things have happened to prove the essential soundness of views and methods previously advocated as useful allies in the teaching of composition in the schools.

Nearly every modernized high school now publishes a newspaper in which outlet is given for publication of news, editorials, and special articles of outstanding worth. That writing for a newspaper generates interest and incentive there can be little doubt. A medium is furnished for the chronicling of observations, thoughts, and opinion, the most prized of human possessions. Students learn the value of their work, because it is seen and appreciated by their fellows in the form of printed information. The stories are written about people they know and about actual situations and happenings within their own experience.

The spur of other courses may be that of making a passing grade; instead, here is the impulse to write on familiar things and to share in the daily comradeship of street and town through the medium of the printed page. These reporters look for no greater reward than the expression of joy in their work, for without pleasure there is no profit. The arid plains of their scholastic lives have been irrigated by a constantly renewing interest, namely, the invitation to seek, to find, and finally to write. In the daily performance of their duties, under the watchful eye of a sympathetic instructor, they discover that precept and principle have become living presences.

In preparing a revision of the book, *Writing for Print*, the authors have sought the coöperation of teachers, pupils, and newspapermen, to the end that the new volume might answer the needs of all concerned. Suggestions and ideas have come from all parts of the country. It has been impossible to include all this material in a volume somewhat limited in size and scope, but the major recommendations have been embodied in the pages that follow.

To list all the persons to whom the authors are especially indebted for helpful material would require many lines of type. We must content ourselves by making grateful acknowledgement for services extended by S. Carlyle Adams, of the *Journal* of the National

Educational Association; Miss Myra L. McCoy, staff adviser, Lincoln *Log*, Lincoln High School, Cleveland; Miss Iva L. Brown, faculty adviser, Lake *reView*, Lake View High School, Chicago; Miss Helen L. Slater, director of Tulsa *School Life;* Mr. H. A. Berens, faculty adviser, Austin *Times*, Austin High School, Chicago; Miss Helen E. Blaisdell, literary adviser, *Southerner*, South High School, Minneapolis; Miss Edna S. Pratt, faculty adviser, Central *Outlook*, Central High School, Columbus, Ohio; Miss Alma G. Coltrane, faculty adviser, *High Life*, Greensboro, (North Carolina) High School; Mr. Theodore Stettler, faculty adviser, East Tech *Scarab*, Cleveland; Miss Dorothy G. Nash, sponsor, *Spilled Ink*, Fort Collins, (Colorado); Miss Jocelyn Wallace and Miss Mary Crinkshank, faculty advisers, *Little Dodger*, Fort Dodge (Iowa) High School; Dorothy B. Cutler, adviser, *Criterion*, Bridgeport (Connecticut) Central High School; Miss Clara E. Ewalt, School of Education, Western Reserve University, Cleveland; Miss Helen Harris, faculty adviser, Senn *News*, Nicholas Senn High School, Chicago; Mr. Ambrose P. Spencer, faculty adviser, *Black and Gold*, Cleveland Heights (Ohio) High School.

Associates of Mr. Harrington in the Medill School of Journalism, namely, Mr. Lawrence Martin, Mr. Vaughn Bryant, Mr. Elmo Scott Watson, Mr. Joseph Dugan, Mr. Lewis W. Hunt, and Miss Coralie V. Schaefer, have given ready coöperation at various stages of the book's progress. Frieda Poston Harrington has likewise been of great service in helping to plan the chapter discussions. Other indebtedness is indicated in connection with the text.

Visits of the authors to various high schools and opportunity afforded thereby to talk with the editorial and business staffs of school publications have been exceedingly fruitful in results, since many of the hints contained in this volume came originally from the alert minds of boys and girls engaged in the happy experience of writing for print.

H. F. Harrington
Evaline Harrington

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PART I

WRITING FOR PRINT

CHAPTER I

SAMPLING THE NEWSPAPER

Fashions in Writing. The big show window of a well-known dry goods store contained the other day a picturesque display of women's dresses as they were fifty years ago and as they are today. The sight of billowy hoop skirts, balloon sleeves, and lacy embroideries brought amused smiles to the faces of passers-by, accustomed to the simpler, more sensible attire of our modern girl.

Just as styles in dress show a change for the better, so do fashions in writing exhibit the present-day tendency toward the practical. Consider the composition of letters. Here is the first paragraph of a four-page "epistle" penned with a fine flourish by President George Washington to his step-grandchild and adopted son, George Washington Parke Custis, regarding the boy's "indisposition to continue his studies":

Mount Vernon 4th June
1797

Dear Washington:

Your letter of the 29th ult. came to my hand by the Post of Friday, and eased my mind of many unpleasant sensations and reflections on your account. It has indeed done more, it has filled it with pleasure, more easy to be conceived than expressed; — and if your sorrow and repentance for the disquietude as occasioned by the previous letter, and your resolution to abandon the ideas which were therein expressed, are sincere, I shall not only heartily forgive, but will forget also, and bury in oblivion, all that has passed.

Compare the foregoing sample of flowery circumlocution with the following crisp excerpt taken from a letter written

by a keen-eyed editor, Will Owen Jones, and intended for readers of his newspaper "back home":[1]

London, July 4 — This is London. It is also the Fourth of July, but as I am writing early in the morning, notes on a British celebration of our Independence Day must be postponed.

We have now been visiting London for several days and find her fully up to the advance notices. We like the old lady. She is wrinkled, serene, motherly, unhurried. She doesn't know we are here, and yet she takes good care of us. London is the biggest city in the world, but she doesn't roar. Since she put on rubber tires and smoothed her streets with wooden blocks and asphalt, only a hum arises from the rivers of traffic.

Even in the rush hours, when the double-decked busses fill the streets from end to end and almost from curb to curb, nobody loses his temper. We haven't yet been commanded to "step lively." Everybody takes his time. This morning an American lady asked the elevator man in our hotel if he could wait while she went back to her room. "Thank you," he said, "I have until half past eight o'clock tonight." That is the spirit of London. Only he didn't say "Thank you." What he said was "Cue!"

While the manner of expression — even the punctuation — used by these two writers offers striking contrast, it is also noteworthy that each glows with fresh, sympathetic contact with actual life. But one is clogged with verbose formality; the other alive with vivid pictures.

Broadly speaking, it is quite evident that many literary models, once admired and imitated, have now given way to newer modes. The present-day reader grows impatient with the leisurely, highly decorated descriptions contained in one of Sir Walter Scott's novels. Gorgeous verbal displays found in an historical essay by Lord Macaulay, moralizing "asides" by Thackeray, sentimentalizing by Dickens, no longer command the ready interest they once did. In fact, newspapers and magazines, using a medium at once colloquial and realistic, are more widely read today than any other type of composition. They may be said to have set a fashion of their own.

[1] From the *Nebraska State Journal*, Lincoln.

The Writer's Purpose. Perhaps you have thought of writing as a heavy, useless chore, to be done grudgingly at the command of a critical teacher. Perhaps you have associated it too much with the carrying out of bothersome rules and regulations and have found yourself in a mental maze, coupled with distrust of your own abilities to handle words effectively.

Suppose you think of writing as a thing to be enjoyed rather than dreaded. President George Washington found satisfaction in addressing that lad who wanted to quit school; the editor had no thought of producing a literary masterpiece when he sat down to talk about his experiences abroad.

What is the secret of good writing? The answer is simple. Find something that interests you tremendously; then tell it through print to somebody else. Revise your press copy so that it is as clear and straightforward as you can make it. Don't feel that you must be "literary" and impressive. Be natural, direct, easy; have some fun in harnessing words into swiftly running sentences and paragraphs.

Think of yourself not as the writer of a class exercise on a stale subject, but rather as an explorer searching for information about unusual incidents and happenings lurking in school and neighborhood. Your object is to publish these findings either in the school newspaper or in the city daily. Such purposeful activities will try your ingenuity as a reliable news scout and test all your powers as a thinker and writer. It is work worth doing; but it will be subject to constant scrutiny on the part of readers. Perhaps that is good for the soul.

Types of Applied Composition. The newspaper is a surprise package filled with different samples of writing. In one regard these samples are similar. They all record, at first hand, the writer's reactions to the busy life around him. Consider what he may do with his talents. He may describe a scene, spin a yarn, argue a conviction, offer advice, ex-

plain a point of fact, persuade somebody to buy a product. As an apprentice he may try his hand at producing:

(1) headlines,
(2) the news story,
(3) human-interest copy,
(4) feature stuff,
(5) practical guidance miscellany,
(6) the editorial,
(7) the casual essay,
(8) the letter,
(9) tabloid fiction,
(10) topical verse,
(11) critical reviews,
(12) advertisements.

Let him be assured that if he produces readable copy in any of these diversified branches of creative writing a newspaper can make use of his stuff. Is anything more practical, more satisfying, than this?

Of course, the reporter is obliged to perform certain news assignments delegated by his superior. He has a chance also to forage for himself in his search for copy. It is only through such adventurous experiments that he will learn his trade as a careful observer and a skillful penman and thus discover through practice what he can do best.

Exploring the Newspaper. Before the beginner in the game of words sets out, unaided, to look for something real to write about, it may simplify his job to study the contents of well-edited newspapers. Such investigations will help him to determine the kinds of articles and stories of interest to readers. Then he can decide if the writers of these articles have succeeded in presenting their material effectively.

Sample No. 1: Headlines. The most obvious thing about a newspaper is its headlines. Sometimes this headline is in the form of a black type streamer, reaching across the top, thus:

NAVY HUNTS FOR LOST FLIERS

The display indicates that the editor considers this story a news sensation, and advertises it as such in the hope of selling the paper.

This spread about the lost fliers uses a verb and noun to tell the news; also the headline is made up of a definite number of letters and spaces. Otherwise, the head will not fit the space allowed for it.

Let us examine another headline, set in one-column width:

DOG ON 'L' TRACK TIES UP TRAFFIC

Half Dozen Trains Stalled at Kensington and Allegheny Avs. During 5-Minute Chase

CROWD APPLAUDS ANTICS

The creator of this caption has also been compelled to pour important facts of the story into a set mold that cannot be changed or modified.

He must choose short, concrete, forceful words.

He must not repeat.

The statement must be clear and accurate.

Here, then, is a practical problem in composition, like that of finding the right word in a cross-word puzzle. The head writer must be able to compress the gist of a story into short measure, using telling words and phrases to attract a reader. Good training, this, in disciplining the mind to think in short, pungent sentences.

Sample No. 2: The News Story. The most typical article published in the daily press is the news story, a recital of events whose major purpose is to *inform*.

A veteran editor reminds us that the news story differs

from rhetorical narration in that it calls for a setting forth of important news features at the beginning. Instead of its situations and incidents leading up to a climax, the climax and a summary of causes and results precede elaboration of details. The opening sentence of the news story is called the "lead"; the rest, the "body." The well-executed news narrative presents facts objectively, concisely, dramatically. It becomes the business of the reporter not only to give people what they want but also to make them want what he has to give.

Note the methods employed by the writer in recording this sensational piece of news:

GOEBEL SETS NEW RECORD IN FLIGHT ACROSS CONTINENT

1. Headlines

Curtiss Field — The first transcontinental nonstop airplane flight from west to east was completed here Monday by Art Goebel and Harry Tucker, who crossed the country from Los Angeles in a Lockheed-Vega monoplane in 18 hours and 58 minutes.

2. The lead

Their plane, the Yankee Doodle, landed at 11:04 a. m., eastern daylight saving time, beating by 7 hours and 42 minutes the record made by Lieut. John A. Macready and Oakley G. Kelly, who made the east to west transcontinental hop in 1923.

Leaving Mines Field, Los Angeles, at 12:06 o'clock, coast time, Sunday afternoon, Goebel piloted the Yankee Doodle across New Mexico, swung over Wichita, Kan., passed above St. Louis at midnight and crossed Columbus, O., at dawn.

3. The body of the story

Goebel Piloted Entire Trip

Goebel, who won the Dole race to Hawaii, was at the controls throughout the journey. Tucker, Santa Monica sportsman, who backed the flight, rode as a passenger.

Because the Yankee Doodle had been expected to land at Roosevelt Field, few persons were at Curtiss Field when the big plane came

into view. Frank R. Tichenor, editor of Aero Digest, whom Goebel greeted with a "Good morning, Frank," as he stepped from the ship, took the unofficial landing time, since no official timers were present. Tichenor said the Yankee Doodle's wheels touched the ground at 11:04 a. m.

Goebel and Tucker flew at altitudes of from 8000 to 10,000 feet, and with the aid of favoring winds made an average speed of 150 miles an hour. The plane's consumption of gasoline was 360 gallons.

One of Goebel's first acts was to wire his mother, Mrs. Emma Goebel of Los Angeles, news of his safe arrival.

The fastest previous time for a transcontinental flight was 21 hours and 48 minutes, made by Lieut. Russell L. Maugham in 1924. That was not a nonstop flight. Maugham's route was from New York to San Francisco and five stops were made en route for refueling.

Reached 10,000-Foot Altitudes

3. The body of the story

Goebel estimated the distance of the flight at 2710 miles. He navigated by instruments all the way, for the fliers, soaring in places to a height of 10,000 feet, were able to pick up no landmarks.

The Yankee Doodle slipped through several areas of fog and was pushed a bit by severe sidewinds, especially over Terra Haute, Ind. Goebel said that at times it was necessary to head the plane 15 degrees off the course to allow for the air currents.

At the Garden City Hotel the two fliers ate a breakfast of eggs and orange juice. There was food aboard the Yankee Doodle, but it went untouched except for one bite taken from a sandwich by Tucker.

During the night Goebel, sitting in the forward seat, and Tucker, behind him, passed notes to each other on a pulley wire.

After a short rest at the hotel in Garden City they planned to drive to the Hotel Ambassador, New York.

— Associated Press

Sample No. 3: Human Interest. Three members of a camping party recently went to a near-by farmhouse to get a supply of butter and eggs, as was their custom. No one answered their knock, but the kitchen door was open. So they decided to go in, count out the eggs for themselves,

and leave the money on the table. They started to do so, when suddenly a strange voice called "Who's there! What do you want? Get out of here!" The campers were so startled that they dropped the eggs and ran. On their way across the field they met the farmer's wife and explained what had happened. She laughed and said, "Why, that's Dicky, my pet parrot. Come back and I'll introduce you."

Is this a news story? Yes, in one sense. It presents fresh information, interesting but not very important. Its main appeal is to our sense of humor and our love of mystery. If a writer announced in the opening sentence that it was the parrot that caused all the trouble, the story would fall down at once. The better classifying word for such a yarn is *human interest*, that compelling quality in an incident which plays upon our instincts and emotions. It is the sort of thing that gives the Bible its universal appeal. If the yarn about the parrot is spun skillfully, its reward will be sure — a reader's chuckle of delight.

The divergent aims of the news story and the human-interest yarn may readily be seen by studying two versions of the same incident:

News Treatment

> Buffalo, N. Y., March 4 — Benjamin Crandall, aged 104, the inventor of the hobby horse, died here today almost penniless. Death was due to paralysis. Crandall was a native of Westerly, R. I., and as a young man worked as a mechanic in New York. He perfected the nursery toy, but never profited financially from the invention. He will be buried in New York.

Human-Interest Treatment

> Buffalo, N. Y., March 4 (United Press) — In thousands of homes and on hundreds of merry-go-rounds, little children today sat astride the hobby horses, laughingly riding "to Banbury Cross to see an old woman ride on a white hoss."
>
> But not many of them knew that the man who invented those mechanical horses which never falter as they gallop countless imaginary

miles through lands of childish dreams, died here last night. The man was Benjamin Crandall and he had lived 104 years.

Once he had been wealthy — enjoying riches gained through the joy he brought to childhood.

But he helped a friend who was in trouble, as might be expected of a man whose imagination ran to the building of children's toys, merry-go-round horses, and the things which bring gaiety to carnivals and amusement parks. The troubles of his friend were lifted but they came back to him; he was ruined financially and died here almost in poverty. It had been 20 years since money had been plentiful in his purse.

Crandall was a native of Westerly, R. I. He came to New York when a young man and worked as a mechanic.

Over his bench he dreamed of things that would amuse the children who played on the streets near his shop. From these dreams he evolved the hobby horse.

The world was not slow to take it up. It was not many years before his horses were being ridden, through the wide spaces which open in childish dreams, by thousands of children. Today hardly a nursery is complete without one, and no merry-go-round could draw a penny, were it not for its galloping animals.

Until 20 years ago Crandall manufactured his creations. Then he failed in business. He came here and spent the remainder of his life living with relatives.

A few months ago he was stricken with paralysis. Death came last night.

The body of this 104-year-old benefactor of childhood will be buried in New York City — not many miles from the spot where the first hobby horse galloped.

Sample No. 4: Feature Stuff. Timeliness, immediacy, matter-of-fact particulars, found in the transient news story, are minimized in the feature story. This type of narrative, proceeding at more leisurely pace, allows the writer opportunity to stray into the realms of science, history, literature, and philosophy in gathering material for articles.

Though it is undoubtedly true that news references give freshness to the story, still more depends upon attractive literary treatment than upon swift unraveling of facts. The

average feature story concerns itself primarily with *ideas* and *things*, rather than with people, the hub of the human-interest story.

To enliven a table of statistics, describe an interesting laboratory experiment, set forth engineers' plans for a new flying field, certainly requires more skill than picturing an ordinary news incident. Every resource of the writer is called into action when he sets out to produce feature stuff.

The following story is submitted as a good example of feature copy:

NEW YORK — A group of 85 children at Union Settlement is just completing an "around the world tour" which included "visits" to the British Isles, Russia, Czechoslovakia, Italy, and Japan, although the little visitors never once left their own home community in and near East 104th Street.

The novel program was inaugurated as part of the summer play school activity, and, according to Miss Cynthia Knowles, director of the settlement, it has proved to be a very happy and profitable variation of the regular schedule.

The "ship's deck" is the stage in the assembly room which, on the day of embarking in a foreign port, is equipped with a tennis net for a railing and a gang-plank instead of the usual row of platform steps. The children are divided into tourists on the incoming vessel and "natives" who, in the costume of the country visited, wait in the assembly room to welcome the travelers. Miss Knowles is the captain of the ship; Miss Mildred Rogers is first-mate, and the children are ensigns, stewards, or passengers.

The experiment has led to a free expression of initiative in many of the pupils, according to Miss Knowles. She said that it had given "continuity" to the summer program and had succeeded in emphasizing such qualities as politeness and courtesy.

In some instances the conversations between the "tourists" and the "natives" were written ahead of time by the pupils. They consisted of questions and answers regarding the cities of foreign countries, their places of interest, the fashions of their peoples.

The ship motif has permeated nearly every activity at the school. The art room is lined with paintings of many varieties of ships by children of different ages. Model sailboats are being manufactured in the workshop. Songs of the "bounding main" ring from the music hall.

The "cruise" of the play school ship has attracted the attention

of workers in other play schools and many interested visitors who regard it as a new and delightfully informal interpretation of the vacation program. — *Christian Science Monitor*, Boston

Sample No. 5: Practical Guidance. "How to Play Football," a series of articles by a well-known sports expert, and recently published in a metropolitan newspaper, received careful reading. Some of its suggestions were adopted by players of the game. Such material falls into the niche of practical guidance, a service for readers provided by an increasing number of newspapers.

Chance examination of a single issue of a small-town paper shows that it offered authoritative counsel on how to keep well, how to write a letter of condolence, how to make a bird house, how to can tomatoes, how to preside at a club meeting. Each article was presented in clear, specific English. None exceeded two hundred words in length.

The following specimen, by the use of picture and dialect, offers an unusual article of this variety:

AUNT PRISCILLA SAYS:

De fryin' ob yo' eggplant 'pends on wheder you likes it crispy or not. If you wants it crispy try it dis way:

Crisp Fried Eggplant

Pare de eggplant an' slice it real thin. Sprinkel each slice wid salt an' pile togeder wid a plate top an' bottom, puttin' a wate on de top plate so's to press out de exter ju'ce. Let stan' a 'our or mo'. Den dredge wid flour an' cook till crispy in melted butter. Shake ober a little pepper an' serb on a nice hot platter.

If you is mighty anxshus to hab it crispy dis am a nice way ob fixin' it.

— Baltimore *Sun*

Sample No. 6: The Editorial. The editorial, unlike the news story which is designed to inform or entertain, comments on the news. The editorial presents the opinions of a writer who surveys the procession of current events and ponders their meaning and significance. As a medium, it permits the newspaper to voice an opinion and lay aside the rôle of impartial observer. An editorial may censure, endorse, persuade, interpret, encourage, advocate. A news story may only give the facts that are the basis for pertinent discussion. The editorial may be informal and familiar, or grave and impressive, in marshaling its conclusions. But no matter how informal the style, the editorial is always linked with the mood and events of the day.

Note how news and views are joined in this specimen:

HOGGING THE SCENERY

More than a hundred organizations in the United States have been fighting tooth and nail for restriction of the hideous billboard nuisance, and at last it would seem that their efforts are to be rewarded with success. They have obtained the endorsement of 240 national advertisers and agencies who have agreed hereafter to restrict their signs to commercial districts where they properly belong, if they are permitted at all.

This is a real public service. It needs no argument to demonstrate the increase of offensive signs. Under the stress of competition, advertisers and advertising agencies have proclaimed their wares in tones so strident that the whole countryside shrieks with them. There is scarcely a bit of woodland or pasture bordering any main highroad or railroad in the United States that is not disfigured by billboards. It almost seems that the lovelier the spot the more inevitable the advertisement and the more obvious the desecration. Many tourists now refuse to buy commodities thus offensively thrust at them.

The advertisers who have now agreed to withdraw their signboards from the rural regions have shown good business sense. The public will be the more disposed to patronize concerns that manifest some consideration for public rights and some due appreciation for "the unsullied mead," or whatever of it remains unsullied after the widespread disfigurement of the open country. The removal of billboards from forest and meadow will bring sighs

of relief from all who appreciate the beauties of nature. Thanks of the country are due especially the National Federation of Women's Clubs and other organizations that have worked to bring advertisers to realize that they were injuring their own business by hogging the scenery.

— Birmingham, Alabama, *News*

Sample No. 7: The Casual Essay. Editorial writers do not spend all their time delivering heavy broadsides on matters that stir their indignation. The fall of autumn leaves, the song of a bird in a maple tree, the whirr of a lawnmower may set their fancy free. Presto! a whimsical sketch possessing the genial warmth of sunlight.

Note how the following jolly essay originated in the mind of the writer, and the literary charm of its telling:

PIE WAGONS

An eviscerated pie wagon is laid up somewhere in a west side garage for repairs. It was rammed the other day in an encounter with a taxicab, and later looted. Small boys fulfilled their opportunities and stomachs with primitive promptness. The jammed pie wagon, its golden hulk caved in, its pies gone save for a cranberry smear or so, was left like wreck and romance on a southern reef.

These blonde galleons sailing out with pies deserve a better place in Chicago's romance and adventure. There is red joy in them, particularly in cherry season, and their wanderings over the city always skirt on piracy and freebooting. The heart of darkness lies just back of every curb. Wild life embodied in small boys lurks to take advantage of every wreck. A broken wheel means disaster and looting. A collision breaks out treasure dear to savage souls.

Pity these pie wagons, or at least consider the risk that they run so blandly. No treasure ships along the Spanish Main ever sailed a more unfriendly coast. Within these wagons are catacombs of pies quite undefended. For pies are naïve things easily ravaged. A lemon cream is Andromeda before the dragon. It appeals to gallantry.

But pie wagons must trust to luck and careful drivers. They arouse old passions in the male breast. He becomes implicitly a pirate and a savage. When a taxi rams a pie wagon, law on the high seas of Chicago is gone.

— Chicago *Tribune*

Sample No. 8: The Letter. Some of the most pungent editorials appearing in newspapers are written by readers who feel impelled to formulate their opinions for publication. Editors not only welcome and print such voluntary contributions, but they often deliberately "bait" the public in the hope of getting a lively nibble.

Curiously enough, these *vox populi* letters generally vent some pet grievance held by a citizen. He thinks rubbish should be removed from alleys and back lots, bus service is needed to an outlying school, swifter justice should be meted out to automobile drivers who violate the ordinance against speeding. The readers' column offers correspondents an open forum for such discussions. The result is spontaneous, vigorous writing warmed with conviction.

Consider this sample:

GOING BACK TO SOCRATES

To the New York Herald-Tribune:

In your sensible and illuminating editorial in yesterday's issue commenting on my recent statement that "the best teacher in most colleges is the football coach" you raise and answer some very searching questions.

May I add that another reason why the football coach is the best teacher is because football is taken seriously in our colleges? Imagine a coach permitting a candidate for a team to take ten cuts from practice during the football season! Imagine the coach keeping a loafer on the squad! He fires the duffer and the quitter without the slightest compunction — even though he be a trustee's son. Yet off the field the relation between coach and player is friendly and human.

The professor maintains no such rigid standards in the classroom. As President Eliot once said, even "the consequences of habitual failures in recitations are not very serious." Indeed, any one who has been graduated from college knows that about one-third of the degrees are unearned. Yet outside the classroom there is little intercourse or camaraderie between professor and student. The relation is rather that of lord and serf.

The Herald-Tribune will, I am sure, be glad to know that at Rollins College we have tried to bring the teaching in the classroom up to level of the football field. Our professors, who are chosen for

their teaching rather than their research abilities, insist on getting, and in most cases do get, the best out of their students during our eight-hour working day and at the same time treat them as human beings.

As a consequence there are happiness, contentedness, loyalty to the college and willingness to work faithfully on the part of the students that are felt by all who come in contact with them, whether faculty, townsfolk or outside visitors. Some people call this new-fangled, radical and revolutionary. But I think it is old-fangled and reactionary; for, as far as I can see, it is nothing but going back to Socrates and putting him on an eight-hour day.

HAMILTON HOLT.

Sample No. 9: Tabloid Fiction. "Tell us a story" is a command which was never confined to the nursery. Everybody likes an entertaining yarn. Few newspapers have the space for magazine-length fiction, but many of them print short, dramatic episodes, built on slight foundation of plot, and sometimes suggested by daily events.

O. Henry, famous American short-story writer, wrote some of his most engrossing tales for the New York *World;* Richard Harding Davis described the adventures of Van Bibber for the New York *Sun.* The newspaper offers hospitable haven to writers with diverting stories in their knapsacks.

For many years the Chicago *Daily News* has printed an "evening story" on its editorial page. Each novelette is signed with the author's name and illustrated by drawings. Stories that relate incidents of domestic life — including love and adventure — are favored by the editor of the department, and payment is made at the rate of one cent a word. Contributors to the page (amateurs for the most part) have organized a little club and meet regularly to exchange amenities and ideas.

A sample of tabloid fiction is herewith offered for your approval:

KNOWLEDGE IS POWER

NATALIE started off for high school in something of a pet. In the first place it was dreadfully hard on one's disposition to have to get up in time for 8 o'clock classes. In the second place that

father of hers — in other moods known as darling daddums — positively had refused to increase her allowance, saying it was quite enough for any schoolgirl, which, of course, was ridiculous.

But the brisk, bright atmosphere of early October soon raised her spirits, and by the time she reached the school steps she was her own gay self. Her heart quickened the more as an exceedingly handsome boy she had observed previously in one of her classes called "Hello!" to her as she approached the entrance.

"Nice day," he ventured.

"Beautiful," she said — and the bell rang.

Her first class was ancient history. She sat next to Sally Hopkins. Sally knew everything and everybody. Natalie scribbled a note to Sally. In it she described the boy she had met on the steps. She even drew a little sketch of him so that there could be no mistake.

"His name," wrote back Sally, "is Arthur Cox. Isn't he beautiful, though? Everybody calls him Apollo. He has a reputation for being very high-hat with girls. He went with Nanette Smith for about two weeks and then gave her the gate."

Natalie pondered over this information so absorbedly that she failed to notice that she was being called upon to recite, and her account of the Persian wars would have astonished Xenophon.

At 9 o'clock came Natalie's class in English composition. Here she made a few eyes across the aisle at Horace Titbottom. But this usually enticing sport seemed to have lost some of its flavor. She fell back upon her book, assumed to be following the verses of Spenser which the teacher was scanning. Soon she had a pencil between her lips. Inspiration burned.

"*A* is for Apollo, a Greek god of old," she wrote. "He's been resurrected, so I have been told. His hair is like amber, his lips are like flame."

"Are you paying attention, Miss Watts?" Natalie stammered something. What rhymes with flame, anyway?

The next hour was a study hour, but Natalie decided to put off her lessons until evening, although she knew she would want to go to the movies when evening arrived. After all, one couldn't give one's attention to dull lessons when one was so occupied with delicious dreams. Who shall know except Natalie what gossamer threads of romance were broken when the bell rang for her lunch period?

When one is 15 even romance waits on lunch. Natalie consumed two portions of fruit and olive salad with mayonnaise, a double chocolate fudge sundae and three pieces of Lady Baltimore cake. She heard Sally gush further on the subject of "Apollo." In fact,

she hung so attentively on Sally's description that she did not notice until too late the escape from her plate of a large blob of chocolate sauce. This blob descended, as ill luck would have it, directly into Natalie's lap and made an ugly stain on her almost new blue fall frock.

"Oh," said Natalie and dabbed hastily with a napkin. But before she had made the stain very much worse the bell rang and she had to dash off to her chemistry class.

The chemistry teacher was a young man of whom Natalie and her companions could not quite think as faculty. With tears in her eyes she begged him to tell her what would take the stain out of her dress. He not only told, he provided. While the rest of the class labored ponderously over the periodic law, Natalie bent over her dress in the supply room, rubbing, rubbing, rubbing. For at her next hour she would meet — Apollo.

It was geometry, a subject for the existence of which Natalie could not see the slightest excuse. But she hurried to that classroom today with the speed of a commuter trying to catch the last train.

"I have such a bad cold," she told Miss Vivien, the teacher, with just the right nasal impediment, "may I change my seat from next the window over to the other side?"

"Of course you may, Miss Watts," said Miss Vivien. "Don't you think you'd better go home?"

"No, indeed," said Natalie, and, withdrawing hastily, she marched over to the coveted seat next to that occupied by Apollo.

That hour Natalie labored hard, used her eyes assiduously, but not on Euclid. It was within ten minutes to the hour when she finally found assurance that the day had not been spent in vain. A tiny wad of paper was tossed over to her from the seat opposite.

"Will you go with me to the game Saturday?" said the note.

"Charmed," wrote Natalie.

Father thought it necessary to ask such stupid questions; it was a sort of ritual with him.

"What did you learn in school today?" was a favorite. But she was ready for him tonight.

"In history I learned all about Apollo," she said. "And in English I wrote a poem. In chemistry I was taught how to take out stains, and in math I had demonstrated that a straight line is the shortest distance between two points." Father's conscience gave a twinge.

"About that allowance —" he began, and Natalie kissed him on his funny bald head.

H. M. D.

Sample No. 10: Topical Verse. — Do not think of verse as the exclusive handiwork of such illustrious word artists as Keats and Shelley. Current newspapers and periodicals abound in excellent verse, much of it written by amateurs and prompted by topics of the day. These contributions find easy entrance into the newspaper "colyumn," a popular editorial page feature found in many metropolitan dailies. Under the guidance of clever conductors, these rectangles of mirth and wisdom have developed unique individuality and a devoted following. In most instances, poems printed in newspapers obey conventional metrical laws, but freedom from cramping regulations is also the privilege of the versifier.

Here is a colorful poem, without rhymes, composed by a young man of high school age, and widely reprinted in newspapers throughout the country:

WRITTEN ON A STREET CAR

Crowded into a corner
The Japanese wife sits,
A blossom
Robbed of its fragrance.
She has left
The noble iris and scented lilies
For the smell of industry and smoke,
This liberty.

Nothing
Awaits her here
Life is being torn from her
As embroidery
From an Oriental screen
Her daintiness has gone,
Coiled away
Into the sky
With the incense of her fathers.

Another sun lights her days,
Another moon
Her nights.

Her onyx eyes
Are fountains
Of opalescent tears.

Keeper of Flowers,
Is it in this way
Your seeds are transplanted!

— *Jack Mail*

Sample No. 11: The Critical Review. The typical book-reviewing department, published by many papers, contains book news plus the opinion of reviewers and not, as is so often supposed, scholarly literary criticism. The method usually employed by the reviewer is to tell what is in the book and why it would probably interest the reader. The true book review is not an estimate of the style and manners of the author but a recital of the theme and purpose of the book, without ill-humored sarcasm and censure. (The same standards of procedure should actuate a writer commissioned to review a play.)

Here is a review showing the combination of a description of the contents of the book, in addition to the reviewer's opinion as to its probable appeal to the public:

Wild Animal Interviews. By W. T. Hornaday. Charles Scribner's Sons, 310 pp., illustrated, $2.50.

Nobody knows more about wild animals than Dr. Hornaday, for 30 years director of the New York Zoological gardens. He has visited some of them in their natural habitat, and others he has become acquainted with because of their presence in the gardens. In this book, he deals imaginatively with bears, mountain goats, wolverines, lions, ostriches, buffalos, crocodiles, giraffes and two score other denizens of the wild. He brings out the facts about each by cleverly devised interviews in which the animals in turn are made to speak, telling something of their likes and dislikes, their habits and mode of living.

In his preface, Dr. Hornaday says: "Some persons may call these stories 'fiction,' to which we do not at all object. In case there arises a doubt or suspicion regarding the accuracy of the translation of an interview, the author will call to the witness stand the animal concerned and cheerfully submit it as a material witness for cross-examination. In pursuing these researches, we have learned a great deal that we never knew before, and my only regret is that they were undertaken too late to be of any real service to the animals concerned."

These interviews will be read by young people and adults with equal profit and entertainment. If men knew more about the wild life with which they not infrequently come in contact, they would bear themselves with more justice toward the animals that make it up.

— Columbus, Ohio, *Sunday Dispatch*

Sample No. 12: The Advertisement. Advertisements today occupy about half of the printed area of a newspaper, and they are not the least interesting items in its list of contents. Often advertisements constitute significant news; indeed they are mirrors of changing tastes, styles, habits of life. Moreover, if you seek examples of effective literary presentation, do not pass by the magazine and newspaper where all the arts of the skilled copy writer are on display.

An advertisement is salesmanship in print. Its chief function is to convince the reader to buy a product through clear exposition of its worth, using for the purpose headlines, pictures, challenging sentences, concrete applications to human needs. An advertisement of a reputable business bristles with clean-cut statements of fact; it no longer seeks to win trade by piling up superlatives and alluring promises. An advertisement designed to deceive the public is in the same category as the "fake" news story. Neither has any real right to invade newspaper columns. Incidentally, if it were not for the revenue derived from the sale of advertising space, no newspaper could be made and delivered for the price of a few coppers.

Here is an example of persuasive copy:

The food your boy eats has much to do with his vigor. That fact was recently proved conclusively in a three-year English child nutrition test, which was supervised by a committee of twelve men of national prominence, of which The Earl of Balfour, K. G., O. M., F. R. S., was chairman.

In making the test, six hundred fine, healthy boys, who lived in a model village, were divided into groups. To the regular menu of each group were added, each meal, small allowances of other foods, such as butter, milk, margarine, etc.

The results were amazing. The group of boys which received the added portion of good, pure butter showed outstanding progress. *Where the average increase in weight per year was* 3.85 *pounds, the boys who ate butter gained* 6.30 *pounds. Where the average annual gain in height of the boys fed on the basic diet and margarine diet was* 1.84 *inches, the boys fed on the basic diet with the addition of butter gained* 2.22 *inches.*

The reason is that butter, when scientifically made, is very rich in vitamins A and D. These are the vitamins which children must have to combat rickets and anemia as well as to assure proper growth and to build strong bones and healthy bodies.

What Is a Newspaper? Considered solely from the vantage point of content, then, a newspaper is a printed record issued weekly, or more frequently, containing news of current happenings, opinion and interpretation deduced therefrom, combined with entertainment, practical information and advice, and sales talk in the form of advertisements.

This home-made definition leaves out of consideration the obligations of the newspaper as a community builder, as a spokesman of international good will, and as a stabilizing check upon government.

Some Superior Newspapers. "What is the best newspaper published in the United States?" is a question frequently put to specialists in journalism. What a poser! You might just as well ask for a definition of a perfect father, a perfect high school student, a perfect church. There is no such person or thing.[1]

Newspapers are human. Some excel in some one particular — say in wide coverage of local news — and fall below the standards on other counts.

All we can do here is to attempt an answer to the question and to list some papers which through the years have commended themselves to discerning readers and critics as superior products. In the case of small-town and high school

[1] You may be interested in studying the line-up of a mythical All-American Newspaper Team printed in Harrington and Harrington, *The Newspaper Club*, Appendix K. Heath.

papers, proof of their worth seems to be established by awards given them by press associations and interscholastic competitions.

Metropolitan Dailies

State	City	Newspaper
California	Los Angeles	*Times*
California	Sacramento	*Bee*
California	San Francisco	*Chronicle*
Colorado	Denver	*Rocky Mountain News*
District of Columbia	Washington	*Star*
Georgia	Atlanta	*Constitution*
Illinois	Chicago	*Daily News*
Illinois	Chicago	*Evening Post*
Illinois	Chicago	*Tribune*
Indiana	Indianapolis	*News*
Iowa	Des Moines	*Tribune-Capital*
Maryland	Baltimore	*Sun*
Massachusetts	Boston	*Christian Science Monitor*
Massachusetts	Boston	*Evening Transcript*
Massachusetts	Boston	*Globe*
Massachusetts	Springfield	*Republican*
Michigan	Detroit	*News*
Missouri	Kansas City	*Star*
Missouri	St. Louis	*Globe-Democrat*
Nebraska	Omaha	*World-Herald*
New York	New York	*Herald-Tribune*
New York	New York	*Times*
New York	New York	*World*
Ohio	Columbus	*Ohio State Journal*
Oregon	Portland	*Oregonian*
Pennsylvania	Philadelphia	*Evening Bulletin*
Texas	Dallas	*News*
Wisconsin	Milwaukee	*Journal*

Small City Papers

State	City	Newspaper
Arkansas	Rogers	*Democrat*
California	Fresno	*Republican*
Connecticut	Greenwich	*Press*
Illinois	Elgin	*Courier*
Illinois	Harvard	*Herald and Independent*
Iowa	Burlington	*Hawk-Eye*
Kansas	Atchison	*Globe*
Maine	Houlton	*Times*

Massachusetts	Plymouth	*Old Colony Memorial*
Minnesota	Bemidji	*Sentinel*
Minnesota	Northfield	*News*
Nebraska	Geneva	*Signal*
New York	Rhinebeck	*Gazette*
Ohio	Berea	*News*
Ohio	London	*Madison Press*
Wisconsin	DePere	*Journal-Democrat*

High School Papers

State	City	High School	Newspaper
Alaska	Cordova	Cordova	*Northern Light*
California	Pasadena	Pasadena	*Chronicle*
California	Piedmont	Piedmont	*Highlander*
Hawaii	Honolulu	McKinley	*Pinion*
Illinois	Chicago	Austin	*Austin Times*
Illinois	Chicago	Crane Technical	*Crane Tech Chronicle*
Illinois	Chicago	Englewood	*"E" Weekly*
Illinois	Chicago	Hyde Park	*Hyde Park Weekly*
Illinois	Chicago	Lake View	*Lake reView*
Illinois	Maywcod	Proviso Township	*Pageant*
Indiana	Fort Wayne	South Side	*Times*
Iowa	Fort Dodge	Fort Dodge	*Little Dodger*
Kansas	Fort Scott	Fort Scott	*Scribbler*
Minnesota	Albert Lee	Albert Lee	*Ah La Ha Sa*
Minnesota	Minneapolis	Central	*Central High News*
Minnesota	Minneapolis	South	*Southerner*
Missouri	Kansas City	Manual Training	*Manualite*
Nebraska	Omaha	Central	*Weekly Register*
N. Carolina	Greensboro	Greensboro	*High Life*
Ohio	Cleveland	Lincoln	*Lincoln Log*
Ohio	Cleveland	South	*Beacon*
Ohio	Columbus	South	*Optic*
Ohio	Columbus	North	*Polaris*
Ohio	Columbus	West	*Occident*
South Dakota	Elk Point	Elk Point	*Pointer*
Virginia	Danville	George Washington	*Chatterbox*
Washington	Aberdeen	Weatherwax	*Ocean Breeze*
Washington	Seattle	Roosevelt	*News*
Wisconsin	Wausau	Wausau	*Skyrocket*

Selection of these papers may be made by the instructor and arranged on racks in the school library where they may be consulted by students in the course of their investigations.

Keep a Sample Book. You have now seen what diverse

kinds of writing appear in the newspaper and have examined the writer's purpose underlying each type. That you may study current newspaper prose still more carefully as a guide to the making of press copy, we suggest that you begin immediately to clip newspaper stories and articles for the making of your own sample book.

These clippings should be assembled under subjects, giving date of publication, with comments and criticism on the margin of the page or beneath the clipping. In this way a student will accumulate a valuable source book of information on the materials and methods of journalistic writing.

A little later, these printed stories may be posted within the book. You will enjoy reading these clippings later on.

A student need never forget that, if he is not as yet qualified to write a best seller, he can write readable stuff for his school paper and magazine.

The technique of gathering and shaping material for publication will be discussed more fully in chapters to follow.

CHAPTER II

THE NEWSPAPER OFFICE IN ACTION

The Metropolitan Daily

City Editor and Reporters. The newspaper reporter's day, like his job, begins and ends under the direction of the city editor. If he is an assignment man, he goes first to the office and there is given his orders for the day. If he is a department, or beat, man, he goes directly to his station, reporting his arrival by telephone.

Men on assignments do general and special news reporting and, after obtaining their stories, often return to the office to write them. Beat men, however, seldom visit the local room. They are stationed throughout the city at strategic news sources, places where volume of news is certain to develop, such as the city hall, the federal building, the court house and police headquarters. Reporters on duty at these points are experienced men who recognize news when they see it and are capable of ferreting it out as well. Their day is spent in watching for developments, and they turn in all their information by telephone. Sometimes they dictate their stories.

Making Other Assignments. As soon as one story is taken care of, the city editor turns his attention to other news accounts for the edition. On a wide page of his assignment book appear citations for stories to be covered that day — a convention of educators at a leading hotel, the arrival of a motion-picture actress, the meeting of an important committee. These tips have been gathered from newspapers or furnished by reporters themselves. The time has now come to assign men to cover these events as they

unfold. Accordingly, the city editor instructs certain reporters to gather the facts relating to each happening.

Other Cogs in the Machine. This brief description of the city room of a metropolitan newspaper must necessarily omit detailed discussion of other jobs held by men in the editorial department. In a private office sits the editor-in-chief (sometimes the owner of the paper), and associated with him as executives are the managing editor; telegraph editor; city editor and his corps of reporters and copy readers; sports editor and assistants; society editor; head photographer; dramatic critic; book reviewer; editorial writers. Names of the various posts carry a hint of the work done by each.

The news staff has a twin brother, the business staff, which does its work with equal efficiency and dispatch. At the head of this organization is the business manager. Under him are the advertising manager and solicitors; next the circulation manager and assistants; the superintendent of the mechanical department, with its force of linotype operators, stereotypers, proofreaders and pressmen.

Here, then, we have an intricate machine made up of different parts, but all working together smoothly to bring about a definite result, the publication and sale of a daily newspaper.[1]

The School Newspaper

The Work of the Editor. The same organization, through delegated units, found in the conduct of the metropolitan newspaper may be successfully introduced into the making of the school newspaper. Let us see how it works out in practice.

For many years the position of editor-in-chief has been awarded to a senior who had proved a skillful news gatherer — a good student, a tireless, careful worker. He was ex-

[1] Now is a good time to learn the meanings of some of the terms used in newspaper shops. You will find these trade expressions conveniently classified in Part II.

pected to direct members of his news staff, produce ringing editorials, plan news policies, supervise makeup, keep the newspaper vigilant and enterprising. The welfare of the entire school rested upon his shoulders.

Since so many traits are not often combined in one person, an editorial board is now considered an improvement by many advisers closely associated with the conduct of the newspaper. In some schools the work of making assignments, checking up on reporters, and making up the paper rests upon a managing editor, so that the duties of the editor-in-chief on the school paper have become chiefly supervisory, a wise change.

Choosing the Editor. No one plan for choosing the editor and organizing the staff can be recommended for all high schools, since each has peculiar problems it must solve in its own way.

If the school has a class in news writing, reporters may be groomed to come out for important executive jobs. Candidates for editor may file petitions in the spring, setting forth recommendations, experience, and qualifications. Final choice rests upon the faculty supervisor — better still upon a board of control consisting of key members of the staff and an instructor. Election of editor and staff by popular vote is likely to result in favoritism and ill feeling, although the system may work satisfactorily in schools where the democratic plan of government is a prized tradition.

When the system of organization is sufficiently flexible to permit students in news writing to enter at midyear, a hold-over staff can be put to work without loss of time. Undoubtedly, a course in reporting helps to quicken interest and to train the best talent for the work of editor.

In many schools, however, the paper is not the product of the class in news writing, since none exists, but is an extracurricular activity in which many pupils participate. Such a system affords intensive, uninterrupted practice in reporting and editing, but it requires constant supervision of copy

and much personal guidance on the part of the teacher. Without specialized class instruction, journalistic talents are more difficult to discover and develop for the editorial post.

The ideal arrangement, perhaps, is to organize a class in practical composition — call it "journalistic writing" if you prefer — which serves as a backbone of the organization, then to welcome volunteer workers from the entire school, with the understanding that all will be given equal chance to win recognition in staff appointments on the basis of experience, personality, and skill. Shifting from one job to another gives varied training and greater opportunities to all.

Organizing the Staff. At the outset, the wise editor-in-chief confesses his inability to make a good paper unaided. He must rely on subeditors and department chiefs, and upon a small company of capable reporters. All places on the staff should be awarded solely on merit, possibly after consultation with the instructor in English or journalism, who is in a position to be of great help to the entire staff organization through advice and suggestion. A boy should be placed in charge of a special department, not because he is a friend of the editor-in-chief but because of his outstanding ability.

Petty jealousies among rival schools in the same territory often show up in their papers. This is most unfortunate, for many splendid ideas for improving the weekly output are lost in the failure of the staffs to meet on friendly ground. Establishment of an interschool press association, made up of representatives of local and neighboring schools, increases staff efficiency, for many papers suffer from too close inbreeding. Cleveland supervisors have an advisers' club and meet regularly to discuss their problems. In Seattle the staffs exchange cuts and news, so that each paper becomes a cross-section of the activities of all the city schools.

The accompanying editorial masthead printed on page 29 shows how the staff may be effectively organized to get the best results through well-directed, coöperative effort.

Central Bulletin

First Class Honor Rating, N.S.P.A. Contest, 1927–28

Lee Anna Embrey, Editor-in-Chief

Associate Editors

Frazer Hilder — Virginia Gummel

Sports

Robert Ball, Editor

Marian Boyle — Alfred Toombs

Personals — **Specks of Dust**

Sarah McElroy — William Needham

Copy Reader

Arthur Conn

Humor — **Cartoonist**

Ruth White — Aurelius Battaglia

Features

Mary-Alice Stadden, Editor

Hilliard Harper — Selma Felser

Headline Writers

Wallace Luchs — Shirley Graff

Benjamin Schwartz — Therese Herman

Typists

Frances Murphy — Sara Frankel

Burgess Roberts

BUSINESS

Board of Managers

Otis T. Wingo, Jr., Chairman

Mason Culverwell — John M. C. Betts

Fred D. Vechery

Richard K. Lyon — Maurice H. Lanman, Jr.

S. Francis Zeiler — Marion Myers

C. Elwood Sager — Philip Goldstein

Elizabeth Coon — Edgar V. Chiswell, Jr.

Richard W. Finkel — Ethel Rod

Faculty Advisers
Mildred E. Stallings, Editorial
Katherine Summy, Art
Rebecca E. Shanley, Business

Published weekly by the students of Central High School to express the unbiased opinion of the student body, to establish high standards of conduct, scholarship, and sportsmanship, to encourage greater interest and participation in all school activities, and to promote stronger coöperation between the students and the administration.

Rates: $1.25 a year or $1.00 if purchased with the school monthly magazine, The Review. Copies, 5c.

If the editor finds some of the staff members lazy and unreliable, he should drop their names from the masthead printed on the editorial page and insert other names. It should be an honor to be listed on the staff. No printed recognition or class credit should be given reporters unless they have done the work assigned. Severe penalties should also be levied upon reporters persistently inaccurate. Publication of the names of these erring news writers is usually effective. Printed corrections of mistakes should be a fixed policy of the paper.

Plan in Operation. Perhaps detailed explanation of how the editorial staff is organized and operated in a representative high school — in this case one located in Fort Dodge — may prove helpful. Miss Mary Cruikshank, one of the faculty advisers for the *Little Dodger*, writes as follows:

For the past four years the staff members have been chosen by the advisers at the end of the year by a system of applications and try-outs. A tentative staff is selected, which publishes the last issue of the year. If any one is found who "under fire" does not prove to be competent, he is removed, and some one else tried out. Thus there is a staff ready to begin at the beginning of the next year.

During the entire year any editor or reporter may be dropped for lack of interest or inefficient work and his place filled by a more competent worker from the waiting list. We try to rid the staff of "dead lumber" as soon as possible.

A one-semester course in journalism is given in the first half of

the junior year. It aims primarily to be a course in motivated English and is not a requirement for membership on the staff. The semimonthly publication is extracurricular, and no provision for meetings is made in the schedule. A regular meeting is held after school the day the paper is issued, at which the paper is discussed, some point of criticism is brought out, and assignments are planned for the next issue. The one department editor assigns, gathers, or writes the editorial page. The executive staff composed of the editor-in-chief, associates, business manager, and faculty advisers plan the unusual features and changes in makeup and special issues.

A Representative Paper. A paper regarded as the exclusive product of the upperclassmen or a special group gains no general popularity and little support. It must represent the entire student body. Beats must be faithfully covered, hidden sources of news uncovered, and various devices employed to accomplish the desired end, a representative paper. All pupils, through home-room reporters, should be encouraged to furnish tips for stories or to write items themselves, giving them to a reporter or putting them in a box for contributions. Some home or registration rooms have cub clubs, little volunteer groups writing news in their own way. These items can then be edited by the board. This recognition fosters interest in writing and feeds an oncoming class in journalism. Quite incidentally, wide representation increases circulation.

If a senior and junior high school are housed in the same or in neighboring buildings, a page or half-page of the senior publication should be devoted to the junior school, if only one paper is supported.

Starting the Machinery. It is assumed throughout this discussion that the school newspaper is issued once a week. Few schools can afford to publish a paper oftener, and a monthly literary publication, profusely illustrated, scarcely possesses live news appeal. The school annual, published at the end of the year, performs an historical and literary function more acceptably. Publication of news is really the

one reason for having a school newspaper, although other interesting material — short stories, verse, book reviews, themes, class exercises — may also be used with profit in its columns.

Thursday would seem best adapted as publication day. Thursday is a convenient turnstile in the week's calendar. Of course, this means that news must be gathered on Monday, Tuesday, and Wednesday, as a part of laboratory duties in connection with a journalistic course, or as distinct from school routine. In the latter instance afternoon hours from 4 to 5:30 o'clock have obvious advantages. The makeup of the various pages of the paper may be reserved for Wednesday night.

Making assignments to reporters is the first duty of editors on the copy desk. After the stories are written and handed in, these deskmen edit them for publication. The instructor, acting as head copy reader, may be present at the hour set to give advice on knotty points.

The use of the assignment sheet is illustrated on the following page.

Special articles, not especially newsy, may be prepared the previous Friday or Saturday, so as to reserve the first days of the week for live news. Stale news — Friday, Saturday, Sunday's happenings — does not deserve so much detail as fresher events. It can be conveniently arrayed in the inside pages.

The schedule of work in laboratory periods, in operation at the Manual Training High School, Kansas City, Missouri, is worthy of duplication. It follows:

Thursday. — Copy on editorials, exchanges, and special features handed in and edited. Begin inside copy dummy. Read hold-over proofs; tentative advertising dummy.

Friday. — Assembly report, hold-over school news, and news from other schools handed in and edited. Thursday's proof read.

Monday. — School news, especially sports and societies, handed in and edited. Friday's proof read. Begin outside copy dummy and inside dummy proof. Revise advertisement dummy.

Tuesday. — School and city copy handed in and edited. Makeup on pages 2 and 3 begun. Proofs on Monday's copy read. Proof dummy of pages 1 and 4 begun. Last day for advertising copy.

Wednesday. — Go to press on pages 2 and 3. Belated outside copy, not to exceed fifteen inches, may be brought in. Proof read. Makeup on pages 1 and 4 begun. (Page proofs must be read by editor and instructor later in the day, usually about 2 or 3 o'clock; late news inserted by this method.)

Outside pages printed Thursday morning in print shop and distributed at fourth period (10:30 A.M.).

Assignment Blank. The first ally of the news editor in delegating work to the reporters is the assignment blank, as we have noted previously in our description of the city editor's functions and the news machine. Here is an exhibit of such a blank after the news editor has made his assignments:

NEWS ASSIGNMENTS

For Issue of Thursday.....

Check	*Story and Source*	*Reporter*
	See Janitor Jones (What is the matter with the furnace?)	Dick Simpson
	See Tom Dorgan (When are pictures coming for Assembly Room?)	Ralph Hindman
	Domestic Science Notes	Gertrude Simpson and assistants
	Manual Training Notes	George Finney and assistants
	Clintonian Society meeting (Last Friday)	Hazel George
	Junior Class Frolic (Last Saturday night)	Edith Boling
	Clippings from exchanges	Ethel Ford and assistants
	New furniture for study room	Ed Brown
	Alumni items	Sam Higgins and assistants
	Football Practice Notes (Monday–Tuesday)	Bob Burton
	Class Personals	
	Freshman	Mabel Rich
	Sophomore	George Duncan
	Junior	Ethel Crawford
	Senior	Floyd Poston
	Principal's office (new automobile?)	Tom Scanlon
	Teachers (Ask Miss Johnson about her guest.)	Merle Johnson

NEWS ASSIGNMENTS — *Continued*

Check	*Story and Source*	*Reporter*
	Plans for Freshman Masquerade (Friday)	Paul Powell
	What is doing in debate? (Has date been set?)	Ed Brown
	Girls' basketball practice (Monday–Tuesday)	Gladys Rombo
	Gymnasium (When are new sweaters coming?)	Ralph Hindman
	Red Arnet's automobile	Bob Burton
	Personal items	Everybody

The assignment sheet for the next paper must be posted twenty-four hours after the current issue, if the paper is a weekly publication. These large sheets can be blocked out by the class in mechanical drawing and kept ready for use.

The staff or class meeting for the discussion of the latest issue should consider the impending news possibilities. What stories are to be followed up? What precedes must be written, what space allotted them? Does the calendar reveal holidays, birthdays, anniversaries worthy of comment? Are vacations looming on the horizon or report cards, examinations, and honor rolls? Does the future book kept by the editor show that certain stories must run in the next issue? Has any absolutely unexpected news broken? Does the sports editor see his page filled? What routine news, neglected or imperfectly done, must be refurbished in new colors? Can the regular features be depended upon? Are original stories or hunches lurking in active minds?

With all of these sources the various editors must reckon. After the discussion the assignment editor makes out his sheet and posts it. He also keeps a book in which he lists stories for future reference under the proper dates. The clippings, telling about these coming events, are put in envelopes and dated so that the reporter will have the previously published facts before him when he starts out to get new and additional material. Every assignment may not turn out as planned, but if no lapses occurred, no emergency sense could be developed.

Organizing News Beats. Specific assignments are not the only dragnets of news. Reporters must also be sent out on definite beats and runs, the traversing of which unearths many stories previously unknown to the news editor and to themselves. It is only as reporters visit certain offices, rooms,

— Courtesy "Quill and Scroll"

NEWS STORIES IN THE MAKING

A news-writing class in action grouped around the horseshoe table.

and teachers every few days, asking questions as they go, that much routine news is gathered.

These duties should never be neglected, as the great bulk of news worth while comes by personal solicitation on beats and runs. The paper should never go to press with a beat uncovered. Most of the small items are garnered from officials, clerks, shopkeepers, and other persons in a position to know current happenings, by reporters who have called upon them in the course of the day's work.

Making the Most of Beats. A list of beats, in force for a semester, should be posted in the journalism room. The managing editor or adviser should assign students to beats, but their natural tastes and aptitudes ought to be considered in the assignment. This somewhat arbitrary method brings better results than permitting the individuals to choose their own beats. Students with little natural taste for writing, and no sparkle, may be accurate and painstaking. These do well on routine news, and to them should be entrusted this kind of work. The principal's office and stories relating to schedules, clerical records, attendance, scholarship ratings, and honor rolls demand careful reporting.

The number of persons to a beat depends upon the size of the school and on the class or group putting out the paper. If a boy or girl finds no news on his beat, he should not be censured but sent back with suggestions for a new line of inquiry. A girl once came to the desk editor with this report: "The home economics teacher, Miss Evans, says there's no news. The class in foods is studying dietetics. That's all."

Upon investigation of this dull recital, the following facts were uncovered. The girls in the dietetics class were experimenting with their little brothers, sisters, or neighbors' children and observing the effect of certain selected food upon their growth and weight. A graph was kept to record the weight increase according to diet. In this way the pupils aim to determine by the amount of calories in the babies' foods their loss or gain in weight. A picture of two girls feeding their small sisters and brothers was taken by the city paper, and the story provoked discussion and interest.

The knack of asking questions must be cultivated, and beginners cannot be condemned for not having it. Intelligent curiosity is a part of the news writer's equipment, but often it must be stimulated by the teacher, or in later years by a managing editor, who may be none too amiable.

ASSIGNMENTS ISSUE NO. 5 (Exact Date)

Story	*See*	(2) *Name of News Copy Editor*	(1) *Name of Reporter*	*Length*	*Probable Page*	(3) *No. of Head*	*Due*
Term honor roll	Reports of home-room teachers	Evans	Douglas	As usual consult other reports	1	1	Date Monday 4:30
Student Council Meeting	Attend meeting	Evans	Mary Brown	200 words	1	3	Date Friday 5:00
Botany field trip	Teacher in charge + 1 or 2 pupils who went	Evans	Hatton	175 words	1	3	Date Thursday 5:30
Orchestra concert (Get program if possible.)	Director and 1 or 2 members	Evans	Carolyn Work	350 words	1	2	Date Friday 3:15
Feature story. The Little Red School House *vs.* the Modern School	Elderly citizen or alumnus	Evans	Olmstead	500 words	2	5	Date Friday 4:00

COMBINATION ASSIGNMENT AND COPY-READING SHEET

Made by Assignment Editor or Managing Editor

Explanation: (1) When reporter sees assignment, he puts initials under his name. (2) When story is handed in and approved by copy or news editor, that editor writes the word *in* across the assignment sheet. (3) The number of head refers to numbers on head style sheet.

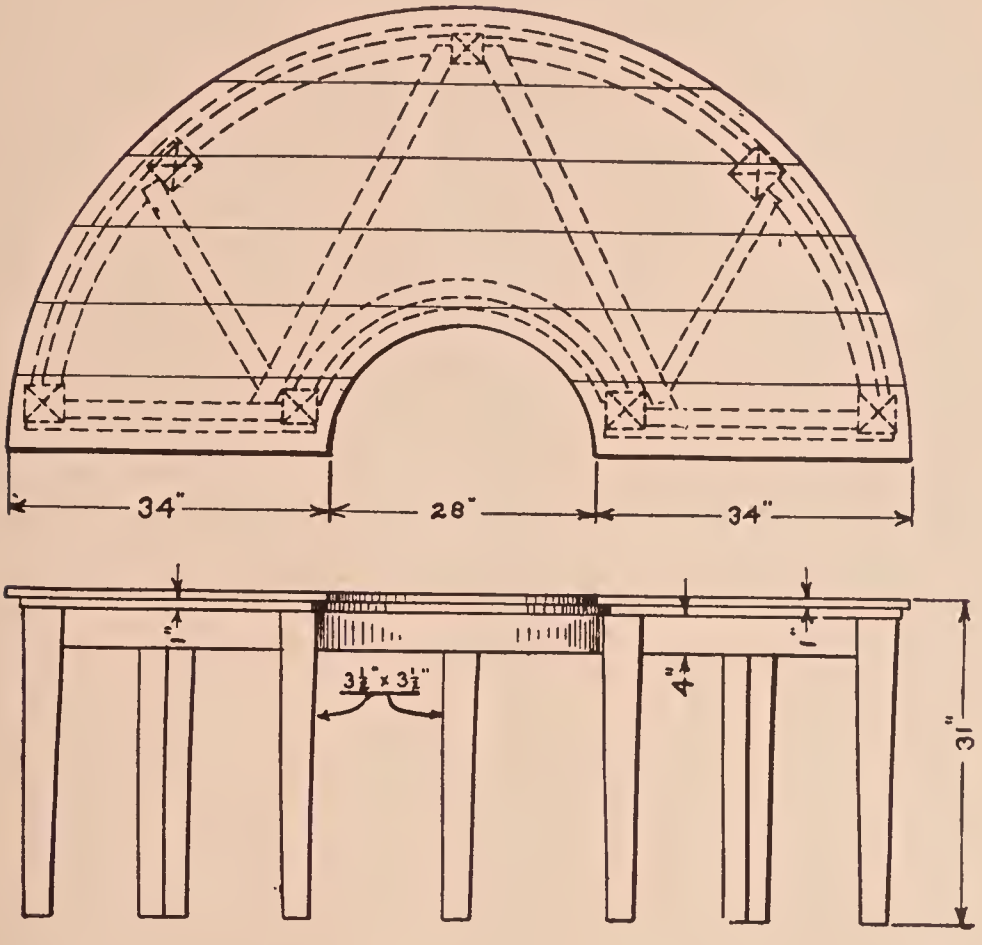
Equipping the Office. The newspaper headquarters in the school should be arranged as nearly as possible like the local room of a big newspaper. Generally an unused room within the school building can be utilized, especially if work on the paper is recognized as laboratory credit by the authorities. The new high schools have regular quarters for the classes in journalism.

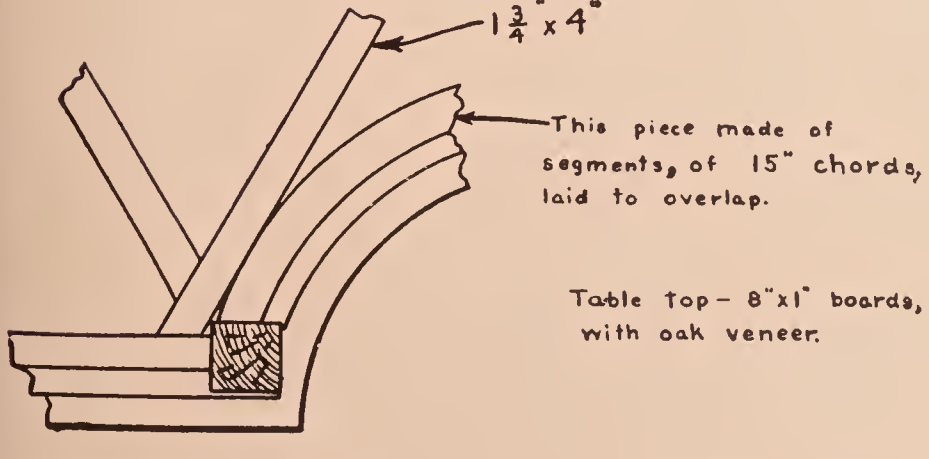
One of the first requisites is a large table for reading copy. This table may be of the ordinary sort, or especially built in the form of a half-circle, which allows the chief copy reader to sit in the hub, with his assistants in easy reach around him. Such a table, used in many newspaper offices, may be made by boys in the manual training workshop. Note specifications on the opposite page.

Upon or near this copy table may be placed: (1) a double-deck wire basket for unedited and edited copy; (2) a telephone and a telephone book; (3) a book of synonyms; (4) a paste pot and brush; (5) a pair of shears; (6) a city directory; (7) an unabridged dictionary; (8) a pencil sharpener; (9) a copy of *Who's Who in America;* (10) a complete file of your own paper. No copy should be sent to the printer without "going through" the copy desk.

Typewriters are almost indispensable in the newspaper office. They enable reporters to produce clean copy and prevent errors due to illegible scrawls. A typewriter is also invaluable in building headlines, and gives graphic demonstration of how the caption will look in type. If possible the office force should supply itself with several machines, and encourage production of typewritten copy at home. A few second-hand machines may be rented for a small sum. (One office got a brand-new machine in exchange for advertising.) The typewriter is a necessary item in a reporter's equipment; its dexterous use is insisted upon by schools of journalism. Every reporter should learn to operate a machine, if with only one finger.

A bulletin board is another useful device in the local room.





Detail of Corner Joint.

SPECIFICATIONS FOR MAKING COPY TABLE FOR THE NEWS ROOM

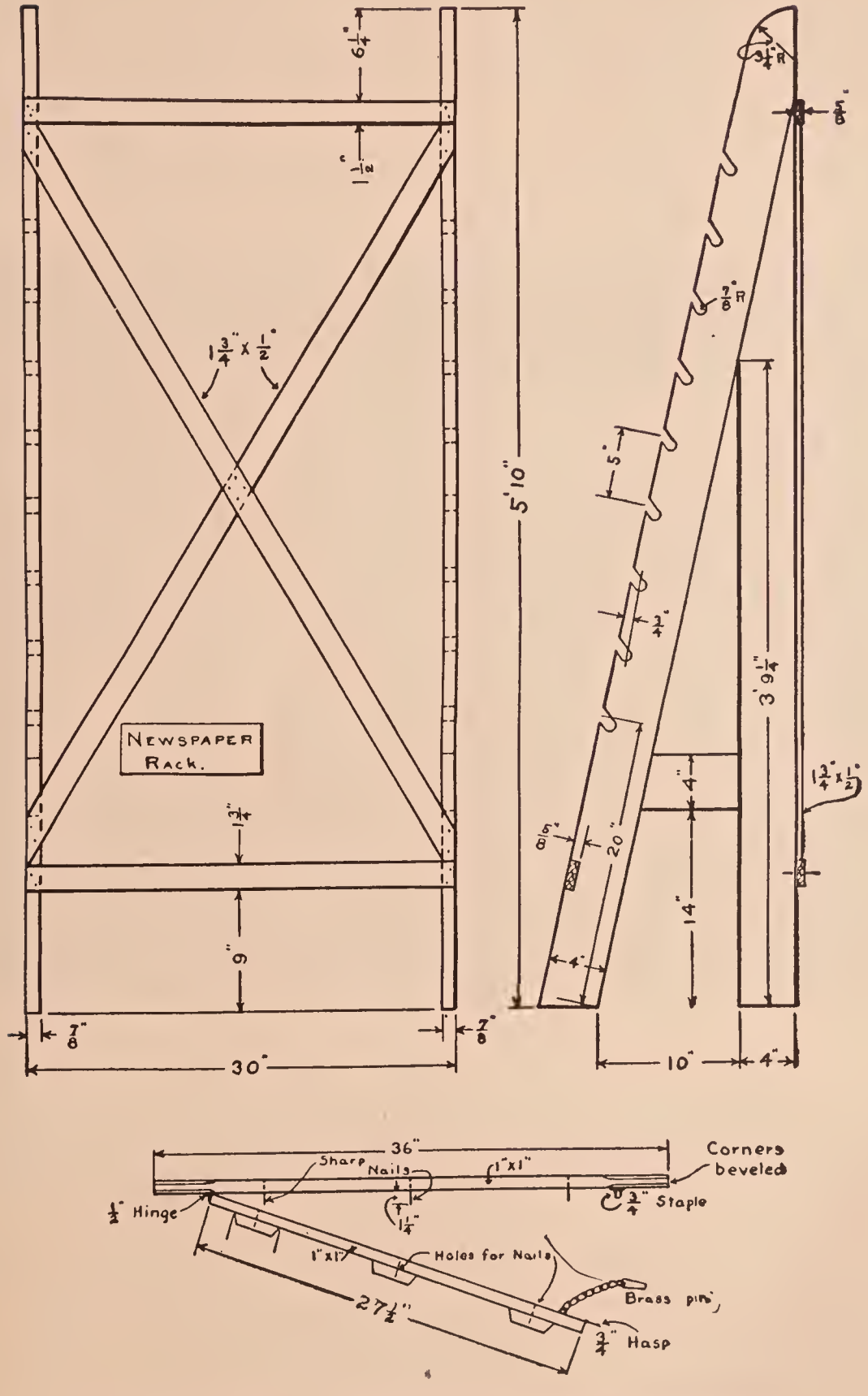
Here may be posted newspaper clippings, announcements to the staff, a calendar, a current issue of the paper with penciled comments on specific stories by the teacher or editor, and many other things of interest.

A map, pictures of distinguished journalists, reproductions of great newspapers, a clock, two or three wastepaper baskets, and framed original cartoons likewise tend to reproduce the atmosphere of a local room, surcharged with a bracing spirit of work and coöperation.

Newspapers on File. No school publication can become thoroughly professional unless built on approved models. Newspapers from near and far will be of material aid to the staff in discovering and applying methods of news writing, headline building, and makeup, as practiced by the big brothers of the craft.

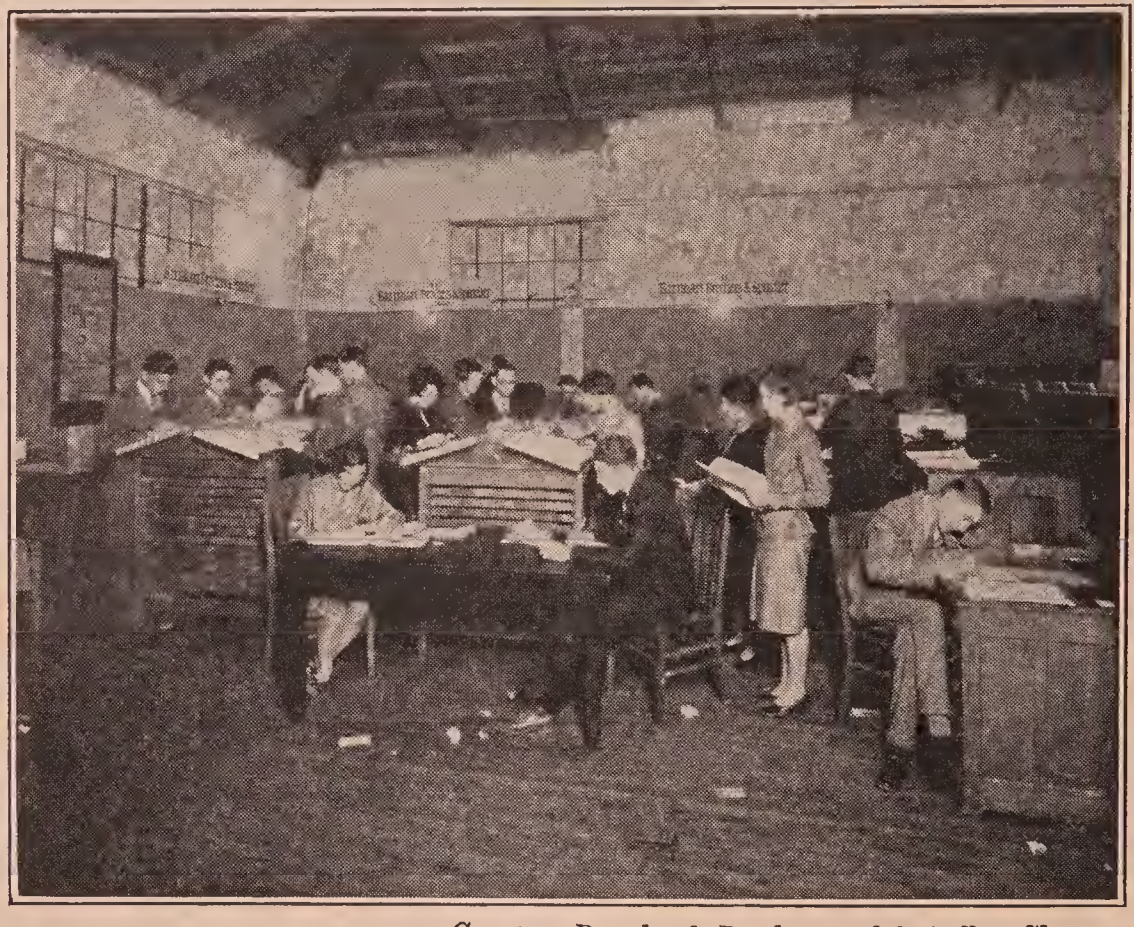
A few well-chosen metropolitan dailies, representing prevailing types of journalism, and arranged in racks alongside the home papers, will be found exceedingly useful. These papers should be studied critically; they constitute a real book of knowledge. The school authorities will probably be willing to bear some of the expense of subscribing for them.

The Paper's Program. The relationship of the paper to the larger interests of the school is an intimate one. Not only must it gather and print all the school news, but it must also assume many other obligations. The range of its duties may be briefly summarized as follows: (1) to unify school spirit; (2) to form and influence student thought; (3) to encourage personal achievement and worthy school enterprises; (4) to build up respect for constituted authority; (5) to foster clean sportsmanship and the best school traditions; (6) to serve as a medium for the expression of student opinion; (7) to acquaint parents with the progress of the school; (8) to promote good scholarship; (9) to work constantly for the welfare of the school and the community; (10) to give helpful publicity and to print general information and special regulations.



SPECIFICATIONS FOR MAKING NEWSPAPER RACK AND NEWSPAPER HOLDER

Publication of a school paper may result in many by-products of lasting benefit to those concerned. The work of English composition, once a bugbear, perhaps, now becomes a fascinating art. The reporter begins to appreciate the value of his story, because it is printed in the school paper. He knows the pleasure of seeing his stuff in print;



— Courtesy Barnhardt Brothers and Spindler, Chicago

GETTING OUT A REAL NEWSPAPER

Students in the news-writing and printing classes in the Dallas, Texas, schools are here shown preparing copy and setting type for a small four-page newspaper issued at a recent convention of the National Education Association.

he is given an incentive and is spurred on by the joy of the builder. Instead of talking to a small group of "pals," he now speaks into the megaphone of a newspaper — and the entire school listens.

Improving the Paper. The indifferent quality of many school papers, when contrasted with professional products, is sometimes laid to lack of funds. The better explanation

is that reporters and editors lack sufficient knowledge to handle the job well. Often they receive little advice and supervision and, accordingly, keep repeating the same blunders and mistakes.

One way to insure constant improvement in news writing, makeup, and editorial attack is to court unsparing criticism and to practice unceasingly. A staff meeting permits every one to make comment about the paper just off the press. If a city editor from the local newspaper office is invited to speak on the merits and demerits of the week's product, many useful hints may be obtained.

The best incentive to improve the paper — from news-writing to business management — comes from participating in conferences of scholastic press associations. Many meet regularly at colleges and universities under the auspices of departments of journalism. Delegates from the school may be sent to represent the editorial and business departments, and the paper itself entered in competitions with others of its own class. In years past, silver cups and elaborate prize awards have been given winning and pace-making sheets, but no committee of judges can make awards that meet with universal approval. Jealousy, bickering, and hot arguments sprang up among claimants for honors, so that many sponsors have adopted a new plan of awarding a certificate of distinguished rating when the paper fulfills major requirements for excellence. The chief value of high school press meetings, however, is the opportunity offered delegates to mull over problems common to their publications, to hear experts discuss various phases of newspaper making, and thus get perspective on one's own work.

CHAPTER III

NEWS ITEMS FOR THE SCHOOL PAPER

A Definition of News. We are now ready to talk about news, and how to find and write it for print. Your examination of stories printed by the local daily has probably led you to the conclusion that news is the timely record of some significant happening in which people of your community are interested. The more people likely to be interested, the more value placed on the story by a city editor, who, accordingly, puts it on the front page and gives it appropriate headline display.

News, therefore, must be sharply differentiated from rumor, casual talk, uneventful personal experience. It must consist of information verified as true. It must be fresh. It must be unusual. Chronicling of the trivial details of a day's excursion into the country does not deserve space in a newspaper. But if one of the party finds a huge puffball mushroom — the largest ever seen in the county — that fact is worth recording in a news story.

Routine and Spot News. As we have seen, news may be classified in two ways: *routine* and *spot*. The first is found in certain designated quarters, say the library, laboratories, school superintendent's office, manual training shops. A reporter makes his rounds of these specified places, asks questions of those in authority, and turns in items that represent what he has learned. A good example of routine news is the announcement of what happened at the meeting of some well-known organization. The covering of clubs and class affairs will be discussed in detail in a subsequent chapter. Many of the most interesting stories of the day find their roots in territory visited regularly by news gatherers.

Spot news, on the other hand, does not advertise its coming; in fact, it breaks through the crust of the usual in most unexpected fashion and often with disastrous consequences. Witness a burglary, a fire, the collapse of a grandstand at a track meet.

Ingredients of News. You will find it profitable to try unraveling the strands that enter into the making of any news incident. Seldom will you discover that any one element guarantees reader-interest; generally many elements combine to ensnare the roving attention of human beings.

In a recent book entitled *Why News Is News*, Charles R. Corbin (Ronald) attempts an analysis of some of the most important ingredients found in news.[1] He speaks of our immediate response to any item that touches upon ourselves and our friends, upon our town and neighborhood. He mentions as sure-fire news appeals such matters as struggle for life, combat and competition, cost of living, elemental forces of nature, sex, business, the weather, mystery, amusements, prominent persons, children, religion, animals, love and romance, success and achievement, the unusual and exceptional. These subjects do not attract us in equal degree, but they are rallying calls to most of us at some stage of our development into men and women. They belong in the bundle of our instincts and feelings as expressed in human endeavor.

Perhaps the following story may show clearly how some of these major interests are intertwined in one short narrative. You may pick out the news values for yourselves:

Parking his machine in N. Water St., just west of the city hall, Patrolman Rex Binns, 21 E. First Ave., hurried into the city hall to obtain his pay late Friday afternoon. He was gone less than 10 minutes.

When he emerged from the building he found that his car was

[1] Read also Bleyer, W. G., *Newspaper Writing and Editing*, Chap. II, "News and News Values" (Houghton Mifflin); Bastian, George, *Editing the Day's News*, Chap. II, "An Analysis of News" (Macmillan).

nowhere in sight. Hurriedly he scanned the line of parked cars and decided that something was wrong. It was.

A man approached Binns and asked him if his car had been parked near the river railing and if it had been a red sedan. Binns answered both questions in the affirmative.

"You'll find it parked in the river," observed Binns' informant, and pointed a directing finger. Binns let his gaze follow in the direction indicated. There was approximately two feet of the top of his car visible above the water line.

When the car had been pulled from the river the left rear fender was found to be badly smashed. Apparently a passing motorist had struck the parked car and it had pursued its way down the concrete embankment.

Despite the loss, Binns was jubilant over the fact that his two children, who had requested their father to bring them along for the ride, had not been permitted to accompany him.

— *Ohio State Journal*, Columbus

The World We Live In. We live in a concrete, moving, fascinating world, alive with people constantly in action. To the sum of our own experiences, we add those of our friends, so that the cycle of our days swings in an orbit of human relationships. We cannot escape them if we would. Eyes, ears, feet, hands, nose, and brain take note of every passing event; each adds to the treasure house of our knowledge. We grow in wisdom as we learn more about the world, its inhabitants, and its activities.

This everyday ore of events waits to be minted into words and sentences. The small, even trivial, happenings involving our friends, our parents, our school, our town become the stuff of our conversation and our letters; when they appear in print, they become news. And news is to be the stuff of our work in composition.

School Life Is Real Life. Not all news stories appearing in city dailies can be duplicated in subject matter upon the school campus or within the borders of the home town. The young writer, placed within a circle limited to classroom and social activities, club meetings, athletic contests, and the rather slight experiences of comrades, will not be

called upon to record many momentous events. But he should never forget the fact that school life is real life and that he is in the thick of it.

School life exhibits the quality of competition in terms of the football field and debating platform. Achievement lurks in the honor rolls; loyalty in a mass meeting; personal relationships in classroom, clubs, and off-the-campus organizations. Almost every ingredient of a real news story contained in a metropolitan newspaper exists in lesser degree within the columns of that four-page newspaper written and edited by boys and girls.

Experiments Close at Hand. A young reporter need not go far afield to find material. Robinson Crusoe found footprints on a desert island. News thrives everywhere, if the reporter will but look for it. He has only to put his native curiosity to work. The usual often takes us unawares and flaps its wings in our faces; even then some people never really *hear* and *see* anything.

Suppose we test the matter in the classroom. Where do the following trails lead:

1. What is the meaning of the geometric colored designs hanging in Mr. Brown's mathematics room, and of the drawings and models in the history room?
2. Is it true that a cooking class is to be organized for the boys?
3. Who is responsible for the shrubs and plants being set out around the buildings? The Board of Education said it could not bear the expense.
4. What are the cooking classes planning to do with all their canned fruit and jellies?
5. Why is the instructor in art packing and crating the best posters made in the arts-advertising course?
6. Why are the Girl Reserves collecting all the used textbooks? Why are they wearing red or white tissue paper roses?
7. Where did the librarian get those large travel posters on display in the library? What is on the bulletin board there this week?
8. Why is the boy in the front seat wearing a bandage on his arm?

9. Who was the stranger in the domestic science kitchens this morning?
10. Who was the woman who visited the mathematics class yesterday?
11. Why is the janitor cleaning the gymnasium so carefully?
12. Why is that delivery truck standing at the school door?
13. Why does it take so long to be served at lunch?
14. Why is the water in the swimming pool so low, and changed but once a week?
15. When will the dramatic club give its play?
16. Where are the girls going on their hike?
17. Why are some of the boys wearing new sweaters?
18. Who are the prize winners in the contest sponsored by the Camera Club?
19. What musical novelties will be presented by the girls in their coming concert?
20. What percentage of students attained 100 per cent in the first test of the semester?
21. What local students will be represented at the interscholastic indoor golf tournament?
22. How many kinds of student automobiles are parked near the school building?
23. When will Vocational Week be held this year, and what speakers have been secured?
24. What suggestions for a name have been offered for the newly organized swimming club, and how many students have joined it?

Back of every nicely finished item is the reporter's curiosity. He must face every event with a question before he begins to write. He must be a searcher, a knocker at many doors, for unless he knows intimately he cannot write intelligently.

Rudyard Kipling, a masterful reporter and story-teller, sums up in a verse the whole art of news gathering, a verse so pertinent that it should become the constant guide of every boy and girl eager to write for print. It runs:

I keep six honest serving-men;
They taught me all I know;
Their names are *What?* and *Why?* and *When?*
And *How?* and *Where?* and *Who?*

Home Room Pins Bought; Parties Held

The members of Room 39 are going to purchase Smiler pins. The money for the pins is to be taken out of the treasury.

* * *

Eighteen perfect days is the record attained by Room L since the beginning of the term. The room is divided into two sides, the Greeks and the L's. The Greeks are lead by John Dobrouic, and the L's by Kasper Volner. The L's are ahead at present.

* * *

Dancing at the Regent, Doan, and other theaters keeps Bertha Pearlman of Room 2 busy outside of school hours.

Bertha also entertains with dancing and singing at the parties of Room 2.

* * *

The first prize posture poster was made by Agnes Myers of Room 3. Agnes is studying Art IV at present.

* * *

Although the girls of Room 5 are planning to have an initiation party and a theater party before the end of the term, they have not as yet set the date for either event.

Room 6 held a May Day party. Each girl wore as a favor a basket filled with flowers of many different colors.

Before refreshments were served, the girls danced.

* * *

The artists who drew the posture poster for Room 7 were Marie Blumenstock and Esther Benjamin.

* * *

Many newcomers of Room 8 are ordering home room pins. The pin committee consists of Miriam Kramer and Hilda Gogolick.

* * *

Bertha Donner is the only girl in Room 15 with a perfect attendance record.

* * *

Celia Bruder, a former Longwoodite and sister of Lillian of Room 16, is going to visit France and Germany.

* * *

Room 19 shares highest place in attendance for the first four days in the week of April 28.

AN EFFECTIVE METHOD OF COMPILING PERSONAL BREVITIES

(From the *Longwood Ledger*, Cleveland, Ohio.)

Questions and Answers. Apt answers to questions form the framework of an excellent column of chance observations compiled by the staff and published regularly by the *"E" Weekly*, of Englewood High School, Chicago. A sample:

> ## DO YOU KNOW
>
> **That the frieze above the main entrance** is an exact replica of the one on the Parthenon? It was done by Lorado Taft, America's foremost sculptor, and bought by the former Arts club at the instigation of Miss Sarah J. Evans, sponsor.
>
> **That the stained glass window** at the head of the stairs of the main entrance was given to Englewood by the February-June classes of '24, in memory of William W. Carter, principal of Englewood from 1872–1886?
>
> **That the pipe organ** in the auditorium was the first one to be installed in a Chicago high school? Through the efforts of Principal J. E. Armstrong and the help of students and the Englewood Women's club it was purchased in 1923.
>
> **That the portrait** of Principal James E. Armstrong in the auditorium lobby was given to Englewood by the February class of '21?
>
> **That the students of Englewood** presented the school with a bronze tablet in memory of the boys who died in the World War?
>
> **That the fountain in the lobby** of the auditorium was installed by the pupils of Englewood in memory of Miss Abbie Wentworth, teacher of art?
>
> **That Mr. and Mrs. James P. McManus** (class of '13) presented Englewood with a bronze bust of Colonel Charles Lindbergh at the graduation exercises held last June?

Filling Out the Item. Amazing neglect of live news is one of the besetting sins of the inexperienced reporter. Often he assumes off-hand that the reader knows all about the incident to be described, and omits necessary details; often he is too timid to ask questions, preferring to mask meager information in vague generalities; sometimes he is merely slipshod and indifferent. All of these shortcomings have their effect upon the item. It cannot rise higher than its source.

One has but to examine a number of high school papers to find these faults in glaring array.

One item reads:

> Florence Ross is preparing to get married. Her new home is almost completed.

Besides crudity of expression, this item has other deficiencies. What is Florence's class?[1] What is her home address? Who is her fiancé? Where is her new home? What is the date of her wedding? If the writer was unable to get definite answers to these inquiries, the item should not have been printed; it is based on neighborhood gossip, which, of course, has no rightful place in a newspaper. Every rumor should be verified before publication.

Another hazy item reads:

> Mr. Perry, our engineer, has returned from Cincinnati and hopes to resume his duties at an early date.

Who is Mr. Perry? What are his initials? Are you sure he does not spell his name *P-a-r-r-y?* What kind of engineer is he? Where does he work? Why did he go to Cincinnati? Whom did he visit there? The item says *hopes* to resume his duties at an early date. Why *hopes?* What has happened to him? What does he say about his visit, if visit it was?

A fusillade of such questions, fired by a news hunter, would have resulted in the following newsy paragraphs:

> **PERRY, FURNACE EXPERT, HAS CATARACT REMOVED**
>
> Alfred H. Perry, who feeds the furnaces at Murphysboro High School, returned Tuesday from Cincinnati, his former home. While there he underwent an operation for the removal of a cataract on his right eye, and was in St. Luke's hospital for two weeks.
>
> "I surely am glad to be back at school again and able to see you all so plainly," remarked Mr. Perry Wednesday. He hopes to take up his regular work Monday. During his absence the furnaces have been attended by his son, George B. Perry, a junior.

[1] If a senior high school, the class numeral, 12 B or 10 A, senior, sophomore, or whatever terms are used in a particular school; if a junior high, the grades 7 B, 8 B, 9 B should be definitely stated.

Is this not an improvement? Does it not attract more readers? Are there not two persons involved in the complete story instead of one? Let the student apply the same tests to the hazy and ill-assorted news items scribbled in his notebook.

Variety in News Approach. Simply because an item concerns a single individual is no reason to assume that it must begin with a name. Such a practice results in deadly monotony and neglects a chance to emphasize news features quite as interesting as the mention of the person at the outset. Sometimes a quotation will help make a more interesting news approach; sometimes a striking novelty. Here is a good sample of a personal item that is different:

> Eight hours a day for sixty days, Alvin Morse, De Paul university law student and football star, has swung a heavy sledge hammer, wielded a pick, and shoveled his way through rock and clay, as a day laborer in the city sewer department.
>
> As a summer training course for college athletes, he says, manual labor has all the daily dozens and ordinary setting-up exercises beaten a city block.
>
> Morse will play guard on Capt. John Rericha's De Paul varsity football team this fall.

The Virtue of Omission. The art of knowing what to leave out is as important as knowing what to include. Many news items miss fire not because they lack complete information but rather because they are too closely packed with details. The reporter, burdened with sheaves of facts, has not been able to separate the wheat from the chaff. As a result the item becomes incoherent; the main thought has been lost in a jumble of explanations. It sacrifices movement and directness for wordiness.

For example, read this badly organized paragraph:

> T. A. Johnson, Miss Charlotte Rochester, Miss Maude Davis, Mr. John Bailey, and Miss Alma Doyle, all teachers of domestic art and manual training at Douglas High School, were guests at a dinner given by Miss Anna Roydon's

cooking class as a farewell to Miss Roydon, who goes to Alaska to take charge in the fall of the domestic science dept. of the high school in Cordova, one of the principal cities of that far northern land. While touring there last summer she resolved to return as a teacher and made the application then, which resulted in her election. Our exchange list includes the "Northern Light," published by the Cordova High School. This fine paper has made us acquainted with Miss Roydon's future home, so we feel that she is going to a very thriving and interesting place. The class and guests presented her with a handsome suitcase for her long journey.[1]

Terseness, indeed, should always be cultivated. Listen to the rhymster:

Have you had a thought that's happy?
  Boil it down.
Make it short and crisp and snappy,
  Boil it down.
When your mind its gold has minted,
Down the page your pen has sprinted,
If you want your effort printed,
  Boil it down.

The Five W's. All the questions asked by Mr. Kipling[2] — the five W's — are adequately answered in every well-constructed personal item. Though limited in its scope a brevity or personal item is really a newspaper lead, or summarizing sentence, a device to be discussed more fully in another chapter.

The well-organized personal item also illustrates the rhetorical law of unity, in that the reporter tells *one* thing about *one* person. In fact it is a striking exhibit of the union of three rhetorical principles, *coherence*, *emphasis*, and *unity*.[3]

[1] How would you reconstruct this item? What is the most interesting feature, and how would you get it stated in the opening words of the first sentence?

[2] See page 48.

[3] To refresh your memory: *Coherence* may be defined as that principle which demands that all the elements of a sentence shall be firmly held together; *emphasis* as the principle which demands that the parts be properly proportioned and placed; *unity* as the principle which requires that every detail included shall aid directly to the development of the main thought.

Accuracy First. Accuracy is the first commandment in the news writer's decalogue. He may have speed; he may be as interesting as a novelist; but if his reports are not reliable, his services are valueless. One's first duty as a reporter is to get names, addresses, facts absolutely accurate.

A man's name is his most prized possession. He has cause to be indignant when he is dubbed *Postum* when he should be greeted *Poston*. The misspelling of a name by a careless reporter is almost a personal affront. One wants all the news about himself and his family to be exact and accurate.

The reporter should keep the golden rule of journalism in mind when he writes of friends and acquaintances. The printed name is a boomerang; if it is accurate, it hits the mark, the story has a wider appeal, and the readers are pleased. If it is not accurate, it goes wide of the mark, the story is discounted, the person named suffers, and the error is sure to return and injure the newspaper.

Instances abound of lawsuits founded on mistakes in names. A man, publicly embarrassed, feels justified in suing a paper for confusing his name with that of a man bearing similar initials, who is under arrest or imprisoned. If names happen to be exactly the same, the address serves as identification.

The reporter should never assume that he knows even the spelling of his neighbor's name, or his initials. Let him be absolutely certain. Let him write down the name as it is spelled to him by his informant. Your *S-m-i-t-h* may be spelled *S-m-y-t-h-e*. He must not guess at anything. After a classmate's name should appear his class, his exact street number, and all the facts necessary to identify him. Whenever possible, the reporter should consult the person most intimately connected with the story; second-hand reports are always unsatisfactory.

To repeat: news should be written *simply, concisely, clearly,* without the use of "I" or "we." The reader does not care

what the writer thinks; he is interested in what he has to tell. The reporter should avoid expressing approval or disapproval by the use of such adjectives as "wonderful," "interesting," "beautiful," "magnificent."

Sometimes the item may be concerned with a topic somewhat trivial. Read this sprightly "personal":

> Floyd and Lloyd, twin-brother fraternity brothers at the Delta Sigma Phi house, are disposed to be brotherly brothers.
>
> Brother Lloyd, whose surname is Keepers, is a member of '29 and is registered in the college of agriculture.
>
> Brother Floyd, whose surname is Keepers, is a member of '29 and is registered in the college of agriculture.
>
> Floyd, or maybe it was Lloyd, made a date — a date with a girl — a date with a co-ed.
>
> Floyd, or maybe it was Lloyd, Keepers was unable to keep his date. Lloyd, or maybe it was Floyd, Keepers kept the date for him.
>
> The girl — the date — doesn't know whether it was Lloyd or Floyd. Don't tell her.
>
> — *Daily Illini*

Many Names Widen News Appeal. Some reporters think that a personal item should contain but one name combined into a single newsy incident. As a matter of fact, the appeal of any item is vastly enlarged by the addition of as many different names as possible, especially those of neglected boys and girls who seldom, if ever, get into the headlines.

How many readers will be interested, think you, in the following roster of names, grouped around a central idea?

An entire football team, with one left over as a substitute, could be made up of twins in the freshman class of the college of liberal arts of Northwestern university, except for the fact one of the pairs is comprised of girls, it was revealed yesterday. Applications for admission into the freshman class of six pairs of twins have been approved by the committee on admissions.

The lone girl twins in the half dozen pairs who will be on Northwestern's campus this year are Goldye and Sylvia Miller, 227 North Leamington avenue, Chicago, who were born in Indianapolis eighteen years ago. They attended the University of Wisconsin last year.

The other twins are Frank J. and Robert E. Sorg, 18 years old, 5412 North Lincoln street, Chicago, who were graduated from the Lake View high school in June; John A. and Robert E. Graf, 21, of 4332 North Kilbourn avenue, Chicago, graduates of the Carl Shurz high school; Edward P. and Robert H. Taylor, 19, Kent, Ohio; Abe and Harry Steinberg, 18, of Pittsburgh, Pa.; and Floyd and Harold Eldridge, 20, of Grand Rapids, Mich.

— *Daily Northwestern*

Adding a Quotation. Not only are we as readers concerned in what our friends *do* but also in what they *say*. Addition of these characteristic points of view not only brings pleasing variety to the structure of an otherwise conventional item, but it also serves to heighten the news interest. Some high school papers print a collecton of thumb-nail interviews on campus topics, under such labels as *The Curious Cub*. Others include a bit of direct quotation within the borders of the news item itself.

A two-column italic headline, such as shown on page 49, displayed the foregoing variety of personal interview feature in fine style.

"Alaska's beautiful flowers and fruit trees impressed me the most, I believe," replied Virginia Ralph when interviewed in her home room Monday morning on her trip to Alaska, "although there were many other interesting and unusual sights." Virginia added that even though the climate was cold it was apparently not too cold to breed the most beautiful dahlias she had ever seen.

"Oh, and another thing that I enjoyed was the Sunday service in a quaint little home at West Hauchi. The dearest old couple invited every one of the boat, "Tutchi," to have refreshments and participate in the entertainment. It was a delightful little home, and the tiny white-haired seventy-five-year-old woman, in a black dress and a white lace collar, served wine and cake and then played the organ while the entire company sang. A minister, who happened to be on the boat with us, then gave an impressive service in the dim candle light."

Virginia paused here for breath, and then pushing her dark, curly hair from her forehead, she continued, "It doesn't get dark there until about 10 : 30; you see, the sun sets at night.

"No, we didn't see any Eskimos. We didn't go that far north.

However there weren't many white people in Skagway; most of them were Indians and half-breeds. We did see a lot of Hindoos, but that was in Vancouver, Canada, and everybody seems more interested in Alaska.

"Oh, yes, there were other things, totem poles, funny looking street cars, and curio shops, but you really can't tell about everything; it would take all night. Then we were there only a month, from July 30 till the latter part of August; so we didn't see everything we might have.

"It is certainly a beautiful country, all right," Virginia smiled, "but I like it here just as well," and the interview ended.

— *Weekly Register*, Central High School, Omaha

Test of a Good Reporter. Framing most of the items already discussed has not presented many difficulties. The facts are easily obtainable and wait the coming of any reporter who really sees and hears.

All news, however, is not of this pictorial variety. Many items are made up of undramatic, abstract features that convey information acquired through investigation and reading. Changes in the curriculum, statistics on student attendance, adoption of rules and regulations, plans for a self-government association, minutes of a board meeting, while not so thrilling as the story of some contest, constitute important news and should be carefully handled.

No better training in accuracy can be found than in computing an honor roll. Such statistics as the percentage of girls over boys, the home room with the largest number on the roll, the grade schools in which students were prepared, the courses for which the highest marks are awarded offer opportunity for individual treatment. A list of pupils awarded all top marks is always a stimulus.

Attendance reports also call for painstaking investigation. Any assignment involving records and office reports requires exactness, clearness, and a touch of originality used as bait to attract attention. In fact, another test of a good reporter is his willingness to dig into a dull subject and to compile the results invitingly.

The accompanying account of the thrift champions at South High School, Minneapolis, shows investigation; and excellent reporting is the result. This subject of thrift treated in all school papers offers little chance for originality, but many bits of information given in this story make it readable and convincing.

> First place was given to Room 106 for having the highest weekly average of 92.44 per cent in the banking contest held from March 7 to May 9. The annex was awarded second place with a weekly average of 91.88 per cent. Certificates will be presented to these rooms by the Farmers and Mechanics bank.
>
> Members of the Thrift club visited the Farmers and Mechanics bank, Thursday, May 3. Mrs. Ella Wallace, head of the home service department, accompanied the members through the bank. She spoke on the growth of the schools savings system. In the 13 schools which participate in banking today, there are over 87,394 accounts in the school savings department, and over $800,000 is deposited weekly.
>
> The members inspected the vaults. A demonstration to show how the doors to the vaults were opened and closed was given. They visited the School Savings Department, where Miss Catherine Levering gave a short informal talk.

Doing the Small Task Well. If the young reporter masters the fundamentals of news writing in recording simple news items, he will find the road made easier to the more complex types of stories. Let him remember that the short sentence and the short paragraph make for force and clarity and that these short sentences will be doubly effective if they bristle with concrete, familiar words.

Preparation of Manuscript. Whether the story be long or short, it is known as "copy," a term for all manuscript intended for the printer.

Rules for the preparation of copy for the printer may be conveniently summed up as follows:

1. Use a typewriter. Write on one side of the sheet only, and double space all copy to provide room for corrections and subheads.

Page 1-1-1

Simpson — AUTO COLLISION

After you have written your name and the slug for the story, leave white space for headlines. Then indent an inch or two to show a paragraph, and begin writing. Double space all your stuff. If you make a mistake in spelling, xxx the word with your typewriter, and continue with the correct word. Make your copy legible.

When you come to the end of the page, write

(More)

Sample Page of Copy

2. Put your name and title or "slug" of story in upper left-hand corner of first page and on each page thereafter put page number and "slug."

3. Begin your story about the middle of the first page. If the story requires more than one page, write the word "more" at the bottom of each page and circle it. When the story is ended, indicate the conclusion thus: #

4. Indent one inch for a paragraph division. If paragraphs are to be made in the body of the copy, use a ¶ or a right angle ⌞ which encloses the first word of the new paragraph.

5. Read copy with a soft black lead pencil, and write corrections, subheads and changes legibly. Overscore your longhand *n*'s and underscore your *u*'s. If your corrections are so numerous as to result in illegible copy, rewrite it.

6. A circle drawn around an abbreviation instructs the compositor to spell out the word. The same sign around a word means to abbreviate it.

7. An oblique line (/) drawn from right to left through a capital letter indicates a small letter. Three lines (≡) under a small letter raise it to a capital.

8. Do not divide a word at the end of a page.

9. The Latin word *stet* written opposite canceled matter instructs the printer to restore it to its original form.

10. When words are intentionally misspelled, or when dialect is used, write on the margin, *Follow copy.*

11. Watch particularly names, street addresses, singulars and plurals, punctuation, and spelling. See that the sentence has a verb. Be careful in the matter of information taken over the telephone.

12. Read over everything you write before handing it in. Watch for the story when printed and profit by corrections made.

13. Read and study all the newspapers you can obtain; study headlines, text, pictures, editorials, type, every detail. Keep yourself informed on current events. Read all the good books you can get. They help you to uphold the standards of good English.

Importance of Clean Copy. The writer of news is expected to produce clean, readable copy. To repeat, he must write plainly, spell correctly, watch his grammar, see that punctuation marks are accurately placed. Typesetters are paid by the hour. Corrections caused by bad copy and time wasted in interpreting wiggly handwriting add greatly to the total

cost of the paper. Do not assume that the typesetter knows what is meant. He is neither mind reader nor penmanship expert. Simplify his work by reading over the manuscript and by consulting the dictionary and directory. If mistakes get into the paper, the reporter is generally to blame.

Finally, remember this apt injunction: *Clean Copy Cuts Cost.*

Estimating Copy and Type. To calculate copy, count on thirty-nine characters to the printed line in 8 point old style. Character count considers each letter, punctuation point, and space as amounting to one. If word count is used, it will average about seven words to one line, or forty-three to forty-five words for a depth of one inch. This refers to the regulation news-story column in 8 or 10 point. Accurate estimate of copy cuts down the expense of overset, unused matter, and shows the reporter how much to write to fill a definite space.

```
This line is equivalent to a line of type.
```

Searching for News. Experience and observation have taught the botanist where to go to find certain plants, shrubs, and flowers. He does not expect to pluck white violets from a city street but in the quiet woods where conditions are favorable to growth.

Similarly, news has its native habitat and seldom flaunts its presence to the passer-by. News must be diligently sought by a zealous collector, who knows where to look for it.

The accompanying list of news sources has been compiled by Miss Joanna Zander, teacher in the Englewood High School of Chicago and supervisor of the *"E" Weekly*, a paper which has several times won prizes in national interscholastic contests for its superior workmanship:

High School News Sources

1. *Alumni News.* Meetings of association, news of individuals.
2. *Annual.* Picture taking, sales campaign, staff, new plans, contests, and honors.

3. *Assemblies.* General, special, pep meetings.

4. *Athletic Department. Boys' and Girls'.* Girls' athletic association, lettermen's club, football mothers' club, golf club, tennis club, dancing classes, life-saving classes, riding classes, hikes, handball, football, basketball, soccer, baseball, swimming, track, prospects, practice games, contest games, state and national meets, exhibitions.

5. *Booster Organization.* Membership campaign, elections, clean-up campaign, fire marshals, school service bureau, tutoring service, lost-and-found department, ink-filling station, dances, freshman relations committee.

6. *Boys' Rest Room.* Rules, attendants.

7. *Changes and Repairs.* In building and equipment.

8. *Class Work.* Exhibits, excursions, noteworthy work done by individuals, special speakers, debates, contests, club organizations in classes, new equipment.

9. *Clubs.* Intercouncil, boys' class clubs, girls' class clubs, girl reserves, boy reserves, Hi-Y club, Girl Scouts, Boy Scouts, Camp Fire Girls, junior Red Cross, chess and checkers, camera, stamp, courtesy, first aid, model airplane, chemistry, general science, mathematics, biology, language clubs, column contributors, poets, arts, literary, travel.

10. *Community News.* Concerts, little theaters, public library branches, neighborhood improvements, neighborhood programs, lectures at churches and clubs; meetings of Kiwanis, Rotary and other clubs, which have some relation to school or community welfare, parent-teachers' association.

11. *Concerts and Contests.* Piano, violin, organ, band, orchestra, glee club, etc., in the school or under the auspices of the school; declamation and oratorical contests.

12. *Damage.* Caused by lightning, rain, etc.

13. *Dean's Office.* Stories about girls and boys, senior sponsors, social calendar, other activities.

14. *Debating Team.* Members, preparation, contests, future and present.

15. *Drama Department.* Plans, rehearsals, cast, scenery, stage hands, story of play, candy sales, review of play, financial report.

16. *Engineers and Janitors.* Promotions, changes, illnesses.

17. *Extemporaneous Speaking.* Local and sectional contests.

18. *Faculty.* Meetings; new members; teachers leaving permanently, on leaves of absence, on promotion; faculty's first recollection of school days; illnesses, deaths, weddings, parties, books published, or other achievements or honors; former teachers and what they are doing; travels.

19. *Graduation.* Commencement speakers' program, class day, class jewelry, class dance, honors, graduates' ambitions, graduates who have positions assured before they leave.

20. *Library.* Staff, rules, new books, interviews with librarian on "What To Read."

21. *Miscellaneous.* Field day, fire drills, summer camps, special drives, locker inspection; statistics on most popular subject, most popular dish in lunchroom, etc., how much money do students earn? outside work of students; visitors to the school; visits of teams, clubs, staffs, etc., to other schools; curious experiences of teachers or students; stories of memorials, tablets, curios, etc., about the school; spring vacation tours to Washington or other points of interest; vacation tours chaperoned by teachers; evening school; school bookstore; dogs and cats in and about the school; animal stories from the zoölogy laboratory; news of other schools from exchanges; honor roll each time the cards come out; interviews with successful alumni; absence list on a very bad day; pupils who walk to school; pupils who work; pupils with birthdays that come on Christmas and New Year's; seniors' experiences in first job; freshies' impressions of school; foreign-born pupils; holidays described by foreign-born pupils; brothers and sisters in school; difficulties of club presidents.

22. *Newspaper.* Changes in staff, progress of circulation campaign, staff meetings, "Boost the Advertiser" series, conventions and clinics, contests and honors.

23. *Other Classes.* Election of officers; dues, amount and purpose; class projects, including Junior Prom.

24. *R. O. T. C.* Court martial, reviews, contests, commissions, meetings of commissioned officers' club, meetings of noncommissioned officers' club, other activities.

25. *Room News.* Absences on account of illness, absences on account of death or misfortune in family; appearances in programs in and out of school; honors in attendance, scholarship, etc.; room plans for parties, picnics, participation in charitable projects, etc.; accidents; unusual names and famous families.

26. *School Charities.* United Charities' milk fund, Near East Relief bundle day, Christmas seals, Christmas and Thanksgiving charities, children's aid society, Easter baskets for orphanages and convalescents, lunch baskets for Volunteers of America picnics or similar organizations.

27. *Special Days.* Columbus Day, Armistice Day, Thanksgiving, Christmas, New Year's, Lincoln's birthday, Washington's birthday, Easter, Memorial Day, Flag Day, Father's Day, Mother's Day, Hello Day, Hallowe'en, Friday the 13th.

28. *Special Weeks.* Apple week, fire prevention week, clean-up week, better English week, boys' week, girls' week, library week, safety week, national education week, national music week, vocational guidance week, junior Red Cross week.

29. *Student Council.* Elections, proceedings.

30. *Student Court.* Elections, trials.

31. *Student Honors.* Scholarships won, medals, national honor society, undergraduate honor clubs; roll of *E* and *S* students.

32. *Student Loan Funds.* Purpose, total amounts received and disbursed.

33. *Textbooks.* Changes in, arrival of new supplies.

34. *Traveling Exhibits.* Paintings, scientific exhibits.

35. *Universities.* Scholarships offered, entrance requirements.

36. *Vocational Guidance.* Excursions, group and individual conferences with vocational guidance supervisor, vocational guidance week, positions open, lectures.

CHAPTER IV

BUILDING THE NEWS STORY

Paths and By-paths. Consider this incident plucked from real life:

Charles R. Goodrich of Kansas City, drove his car to the Navy pier yesterday. He left diamonds valued at $4000 in the machine, which he failed to lock. He had gone to the pier to wait the coming of his wife's maid and was so intent on watching the boat that he forgot the jewels. When Mr. Goodrich later looked for his car, he found that a thief had driven it away.

As a writer you may approach this experience from half a dozen different paths and by-paths. You may want to express an opinion about the carelessness of a man who leaves such valuable property in an unlocked car; in which case you will produce a caustic editorial, bristling with warning.

The incident may appeal to you as the germ of a thrilling mystery yarn. Your imagination begins to canter. Before long, you have forgotten the facts, as stated, and fabricated an imaginative story that piles clue on clue and finally ends in the unraveling of the puzzle.

Perhaps you have a liking for colorful description, so that the boat, the automobile, the maid, the frantic Mr. Goodrich, become subjects for minute word photography. You may even treat the incident as the theme of a poem, perhaps entitled "Vanished Treasures."

The point is that you can experiment at will with this incident, depending on your temperament and controlled by some definite purpose, whether to soliloquize, argue, describe, versify, or merely relate the story just as it occurred.

We assume that you are a reporter and that the incident

most appeals to you as news copy. It is then your business to bring it under the eyes of a host of readers who know nothing of Mr. Goodrich, but may be interested in hearing about his predicament. How shall the story be presented?

Probably we all agree that it should be told with the most striking feature riveted into the opening words of the first sentence. The challenging fact is not that Charles R. Goodrich visited the Navy pier, but that he was robbed of his car containing diamonds valued at four thousand dollars as he watched the coming of a boat. That circumstance gives a human touch, brought instantly into high relief by the reporter.

The mechanism of the yarn might be built in the following words:

> While Charles R. Goodrich of Kansas City stood on Navy pier watching a boat dock yesterday, his automobile, containing $4000 in diamonds, was stolen. The car was parked only a few feet away from where Mr. Goodrich stood. He told police he had gone to the pier to wait for his wife's maid, who was coming from their summer home in Michigan. He said he forgot to remove the keys from the car and when he turned around a few minutes later it was gone.

Here is specific information about an actual incident presented compactly, clearly, accurately by a reporter whose only contract was to serve his paper and his readers. The structure of the narrative he has produced, unlike that of the short story, the essay, a descriptive sketch, conforms to his judgment of what features are most interesting to the largest number of readers. The finished picture is really a snapshot of what went on in the reporter's mind when he assembled his facts. He has sensed and answered the question that immediately springs to the mind of the average human being: "What was Mr. Goodrich doing when his car and diamonds were stolen?"

After all, is not the reporter's habit of blurting out information in the initial sentence based on the most natural

instinct in the world? Don't we all want to know the important fact at once, whether it be the name of the winning team (with the score), the loss of life in a hotel fire, the cause and results of an automobile smash-up?

The reporter is our hired scout sent to discover and collect news for stay-at-home readers. The story he writes is keyed to fit their mental processes and their controlling interests.

Analyzing the Structure. Possibly the quickest way to test the scaffolding supporting every carefully built newspaper narrative, long or short, is to study some metropolitan newspaper.

Here is a story printed in the New York *Times*. It relates the visit of thirteen blind boys to the plant of the *Times*, where they "see" all the processes of making a newspaper. Note how this unusual feature is implanted in the first paragraph of the account and how the paragraphs that follow add other details of lesser significance, but necessary to complete the incident. These sentences in the second main division of the story may be cut, either in copy or type, without spoiling the main interest. The reporter hits the keynote in definite, unmistakable style. The story:

Thirteen blind boys, ranging from 12 to 18 years of age, students of the summer school of New York Institute for Education of the Blind, 999 Pelham Parkway, visited the New York Times Annex yesterday. After being officially conducted through the building, the boys agreed unanimously that the linotype machines and the presses were the most interesting feature to them of the newspaper plant.

1. *Typical "five-W" lead emphasizing "who" and "what." Summary of the boys' main impressions.*

The group of boys was in charge of Alva Duer, physical director of the institute, who explained that their visit was a part of the program of instruction for the summer students.

2. *Reason for the trip, with name of man in charge. Note how the second paragraph ties into the lead.*

The boys made an inspection of almost every department by the sense of touch and the sense of hearing, as the various workings were explained to them.

3. *How the boys got the information. Note short paragraphs that let in daylight; also variety in sentence structure.*

Boylike, they asked many questions, and when the replies were not quite clear, they insisted upon making further investigation by the sense of touch.	
As they stood before the largest press in the world they could not seem to comprehend a press big enough to grind out 57,000 copies per hour and eat up 750 tons of paper for a Sunday news edition from what was told them. They just had to "see" it.	4. *"Seeing" the big press. A particular incident which gives "punch."*
So one by one they were placed upon a platform and permitted to gain their perception by the sense of touch.	
Recently this same group of boys visited the battleship "Texas" and in similar manner "observed" the workings of a man-of-war. They also visited Roosevelt House at 28 E. Twentieth Street and studied the life of Theodore Roosevelt at his birthplace. During the recent hot wave they were taken to a Y. M. C. A. pool and taught to swim.	5. *Another "sight-seeing" excursion, which may be omitted if necessary. Helps to round out the story.*
A class of fifteen blind girls is also being taken from the institute on excursions to places in New York of interest to girls. Motor buses convey the students from place to place.	6. *Brief mention of a class of blind girls, similarly in quest of information. Also minor interest.*

Steering the Opening Sentence. A reader is won or lost by the opening sentence, termed by newspaper men the "lead" (pronounced to rhyme with *reed*).[1] It steers the rest of the narrative. A beginning may be so trite that one avoids it, or become so involved that reading becomes tiresome. A good lead should possess two distinctive qualities: (1) it must tell the news accurately and clearly; (2) it must arouse attention and sustain interest by an attractive summing up of high lights in the news.

Emphasizing the Feature. A typical lead-paragraph answers five important questions:

[1] The lead is essentially the same thing as the topic sentence, although the analogy is perhaps closer if the word "feature" is substituted for topic.

When these star points are covered, we have a sketch that traces the entire story. The degree of emphasis given any one query depends upon the relative importance of the facts to be recorded. Sometimes the reporter stresses *who*, and begins with the name; at other times he gives place of honor to *what* and builds his entire story on the event itself; occasionally he selects *when* and *where* as outstanding news explanations. Once a month, perhaps, *how* may be so interesting that it serves. In every instance the reporter must show judgment and originality. Every fact must be studied in its relationship to other facts. No two stories were ever alike, except to a poor observer.

The five *W*'s receive a satisfactory answer — if the lead is well constructed — before the introductory sentences are completed. Observe the following:

> Two horses (*what*) were instantly killed by lightning (*how*) Tuesday night about 11:30 P.M. (*when*) on the farm of Dean Coulter (*who*), two miles south of Lima (*where*), during an electrical storm. The bolt struck a transformer on a power line which runs through a lane adjoining the farm house (*how*). The horses were running at large in this pasture. Eight other animals were stunned by the shock but not seriously hurt. No other damage was reported in that neighborhood.

Watch Your Sentences. This chapter cannot discuss in detail the organization of sentences and their grouping into paragraphs. That analysis belongs to books dealing particularly with rhetoric and composition. Variety in sentence structure is important, however, to the newspaper writer because of the emphasis it gives to a story and particularly to the lead. Newspapers prefer the active voice because it is the simplest, most forceful way of giving "punch" to the news. Is not the first better then the second?

> Miss Eva Gregg of the biology department gave a talk before the fifth grade today on the life of the amœba.

> A talk on the life of the amœba was given today by Miss Eva Gregg of the biology department before the fifth grade.

A lead may shape itself grammatically in many different ways, dependent upon the nature of the news feature to be disclosed. By the use of the inverted sentence emphasis may be placed on the most important fact. Continued use of this construction, however, would mean a stiff, monotonous style. Notice in the following examples how effective these inverted forms are:

Prepositional Phrase:

> To shorten the four-semester typewriting course to three semesters, dictaphones have been installed in Englewood. The beginning typewriting will be taught by Mrs. Vera Williams and Mrs. Theresa Mather.

Noun Clause:

> That the student council will not approve a proposal to put on a voting contest to determine Central High's most beautiful girl was indicated Tuesday, following interviews with leading members of the organization.

Temporal Clause:

> While alighting from a Northwestern train yesterday afternoon, Miss Alma Peterson, English teacher, slipped and sprained her right ankle.

Suiting the Lead to the Story. The cast of the lead, then, is determined in each case by the news. A single significant fact is most naturally rammed into a short, quick-moving sentence that grips and holds. The simple sentence, presenting one idea, is recommended to amateur writers as the most satisfactory of news mediums. Probably the most effective type of lead is one which starts with the subject of the main verb. Examine the following specimens:

> Classes in social and æsthetic dancing started in Patten gymnasium Friday evening.

> Margaret Johnson '30 has been awarded a gold medal by the Remington Typewriter Company. In a contest for speed she typed 55 words per minute.

> Colorado's football team this year will be all decked out in flashy new uniforms.

> Blackie, a cat owned by Harry Goodman, who has a confectionery shop in Queens, lives entirely upon crackers and water.

> Five high schools and twenty-seven elementary schools opened today for summer sessions.

Action in the Lead. When an interesting sidelight flashes into prominence, the participial construction is frequently effective. When well done, this type of opening brings the action into the first word and is well suited to many stories. The following is a good example of the use of the participial clause:

> Alarmed by the spread of measles and chickenpox among children, the city council last night ordered the Lincolnwood grade schools closed for two weeks. Action was taken following the recommendation of Dr. J. M. Dennis, city health officer.

On the other hand, a piece of news may be made up of closely woven facts, all important. The most effective carrier is then a long complex sentence which suspends the meaning until the end. The following newspaper classic on the loss of the *Titanic*, printed in the New York *Sun*, is an excellent example of the compelling grasp of this kind of structure:

> The greatest marine disaster in the history of ocean traffic occurred last Sunday night, when the *Titanic* of the White Star Line, the greatest steamship that ever sailed the sea, shattered herself against an iceberg and sank with, it is feared, fifteen hundred of her passengers and crew in less than four hours. The monstrous modern ships may defy wind and weather, but ice and fog remain unconquered.
>
> Out of nearly twenty-four hundred people that the *Titanic* carried, only eight hundred and sixty-six are known to have been saved, and most of these were women and children.

Carrying the Ball. On the football gridiron no one player carries the ball throughout the entire game. As emergencies arise new plays are attempted, and the ball given to men in the best position to carry it over the goal line. Variety in attack often spells victory.

Similarly, the summary lead is not the only successful carrier of news. It has its strong points, but often the news is of such a character that another method of play will prove more serviceable, and certainly will prove more interesting to the spectators.

Here are some suggestions on how the big feature of the story may be sent into novel formations:

1. *Emphatic Statement, set off from the story:*

Evanston 10; Elgin 0.

That tells the story of last Saturday's football battle on the gridiron of Evanston Township high school.

2. *The Question:*

Are you going to college?

Sixty-five seniors in Hamilton High School said "yes" last week on questionnaires distributed by school officials. The rest gave a variety of answers as follows:

3. *A Golden Text or Keynote:*

$10,000 reward for the arrest and conviction of person or persons who stole Tittle Tom Lum, a Pekingese spaniel, from the K. C. Bird Store on October 11. Inquire Tracing Department, K. C. Bird Store, 1421 Main St.

Preposterous! Of course. But Ralph Harding of the Kansas City Bird Store has the temerity to hold up his right hand and tell the story as he says he knows it. And if you are that credulous perhaps you will be interested in Mr. Harding's tale.

4. *The Direct Quotation:*

"You can never get too old to be a teacher," was the cheering message which Henry Lambert, 80-year-old school teacher, brought instructors

> of the younger generation at the Cabell county teachers' institute yesterday. He based his statement upon sixty-two years of service. He taught forty-one years in Cabell county and twenty-one in Kanawha and Ohio counties.

5. *Verse:*

> One flew east, and one flew west,
> And one to the maid he loved the best;
> One strayed far, and one stayed near,
> But, they'll all come back in another year.
>
> Throwing aside papers and cares, glasses and blue pencils, our worthy faculty leaves today, even as you and I. From coast to coast and gulf to lakes, those weary pedagogues will scatter for a much-needed rest, for new energy, new thoughts, and new honors.

6. *Informal tone:*

> The circus is coming, when grandpa will polish up his annual excuse and take the youngsters to see the menagerie. He will rub up his spectacles and wish he had a hundred eyes when the wonders of John Robinson's circus go into action under the big white top with its four rings and half a dozen stages filled with acts. The big show is advertised to exhibit on Monday, July 12.

Weak Beginnings. Many inexperienced reporters, impelled to pack all they know into one ponderous sentence and one omnibus paragraph, speedily find themselves in a maze that completely obscures their message. Piling cumbersome clauses around the main thought brings confusion and ambiguity, just as overloading a Christmas tree with gaudy ornaments hides rugged beauty.

Notice how this breathless lead requires a second, perhaps a third, reading before the meaning is grasped:

> Emphasizing the fact that boys are no longer actively engaged as clubs in pitching, catching, and hitting balls on back-yard diamonds, but instead are serving as caddies on golf courses, Charley Root, veteran pitcher for the Chicago Cubs, yesterday made a vigorous plea before Evanston Rotary club at its weekly luncheon,

> for the training of young recruits to take the places of baseball stars who will soon come to the end of their playing careers, and was roundly cheered by all present.

Explanatory clauses should generally be massed in the background, so that the news, like rich cream, rises to the top and is speedily skimmed. Stressing the time element or the setting — incidentals generally — is likely to blur the real issue of the story. The writer begins with:

> At the meeting of the junior class Wednesday evening at 7 o'clock, John W. Blackmore was elected president of the class for the year. Fred E. Clark was his leading contender for the honor. The vote was 65 to 48.

A moment's thought would show him that his schoolmates are more interested in John Blackmore's election and in the vote than in the time or place of the meeting. Such minor facts may be indicated at the close of the sentence. Are these leads any better?

> By a vote of 65 to 48, John W. Blackmore was elected last night president of the senior class over his opponent Fred E. Clark.

> John W. Blackmore is the new president of the senior class. He defeated Fred E. Clark for the honor last night at the meeting of his classmates by a margin of 17 votes. The final poll was 65 to 48.

The Freak Lead. Sometimes a news writer decides to emphasize an unusual angle of a story and write what is termed a "freak" lead. This is all very well if there is no significant news to record, but the novice in writing is apt to make the mistake of attempting fancy introductions for articles that do not require "jazz" treatment. Learn to master the ordinary types of lead before trying other forms of news structure, notably the human-interest type.

In the following story of a fire in which one person was burned to death and three persons injured, an inexperienced

writer, eager to break away from the standardized fire pattern, wrote this:

> "Tweek, tweek," chirped a yellow canary bird from her cage as she came down the ladder yesterday in the hand of Fireman George Marples, who had rescued her from flames which destroyed a rooming house at 1414 Elm street.

A life and death struggle is the basis of the story, and this important fact should have been brought out in the lead in some such manner as the following:

> One man was burned to death and three persons were seriously injured in a fire yesterday, which destroyed a rooming house at 1414 Elm street.[1]

Reminders

The average length of a newspaper paragraph is seven printed lines. Frequent paragraphs rest the eye and invite reading. Do not paragraph every sentence, however.

Set down the high lights of your story in the order of their importance; then check your notes as a guide in the actual writing.

Never be content to get a thing *almost right.* That means an inaccurate story. No trick of language can cover up ignorance.

Seek emphatic, forceful words to start the lead. "A" and "the" are generally weak in beginning a story. Numbers should be written out.

Do not be satisfied with just half a story. Try to get all the information necessary to make a better story.

Do not be satisfied with an awkward lead. Rewrite it until it fulfills requirements.

Get both sides. Be fair to every person mentioned.

Read at least one newspaper every day. Examine leads, words, and sentence length.

Do not manufacture dialogue for the sake of novelty. The story thus becomes fiction.

Do not exaggerate in order to make the story more interesting.

Be sure of the meaning of words. Never give the reader a chance to misinterpret the facts.

[1] This form of lead summary is also useful when the reporter desires to tabulate results, lists of names, salient features, somewhat unrelated.

Watch long sentences. Would two shorter ones carry the meaning more easily?

Write the story while it is still news.

Try to see each story from a new angle.

Be brief, but don't omit essential facts.

Keep a notebook and pencil handy.

Avoid choppy, disconnected sentences.

See what you look at.

Do not get into a rut.

Cultivate directness.

CHAPTER V

CLUBS, CLASSES, COMMUNITY PROJECTS

Clubs. Recent analysis made of one hundred and ten high school handbooks shows that pupil organizations were mentioned more frequently than any other single project.

Every school boasts numerous extracurricular societies, activities, social groups, and class organizations, all banded together around some vocational interest or personal taste and hobby. Some of these clubs perform noteworthy service, especially such organizations as the Girl Scouts, current events club, the hiking club, aviation club; but others, such as the red heads club, have less reason to justify existence. They squander energy and time better expended on more important student enterprises.

The school paper is valuable in helping legitimate clubs and organizations to carry on their programs and project their ideas into the life of the school. It should be the editor's policy to foster these group interests and to provide space for stories about them.

Some papers segregate all the club news under a label head, "Club News." It is better policy, perhaps, to give these articles news headlines, and scatter them throughout the paper so that they will catch the attention not only of club members but of all readers. Some organizations handle their own publicity matter by appointing a secretary to see that notices and reports of their meetings and other activities are furnished regularly to the school paper, a more effective method than asking the news editor to assign a staff reporter to keep the club in print. Writers of publicity, however, should be trained so that they submit real news, not hip-hurrah press notices filled with their own wordy opinions.

Few clubs of the conventional sort deserve extended notice in the school newspaper, because they do not do anything interesting. Occasionally they elect officers, hear the reading of assigned papers, then relapse into slumbering inactivity. Unless an organization has a definite, purposeful program that expresses itself energetically in projects and events, it cannot hope to win headlines and renown. Writing recently in his "How to Keep Well" column in the Chicago *Tribune*, Dr. W. A. Evans described the work of a model health club, with emphasis upon its far-reaching activities. No wonder such a club creates news stories that papers are eager to print. Dr. Evans' comments follow:

A MODEL HEALTH CLUB[1]

The Webster Junior High School of Oklahoma City has invented something new in habit-training methods. They call it the honorary health club. None but girls who pass a health examination with a rating of "A" are eligible. Every member of this club selects one near-eligible girl and helps her to remove her handicaps. The members of this club, individually and collectively, do whatever they can to keep healthy themselves and to promote the health of the school.

During the last year the club made a special drive for foot health. The slogan was: "Perfect Feet for Webster."

The school indulged in the great American sport of a health week. On Monday a sleep survey was made. This disclosed that the average sleeping period was $9\frac{1}{4}$ hours. Four per cent of the students stayed up after 10 o'clock for radio programs and another 6 per cent were up late for other reasons.

Tuesday was "No Cosmetic and Clean Finger Nail" day. Only 42 of 1078 pupils used cosmetics or had dirty finger nails on the day in question.

Wednesday was "Posture and Low Heel" day. Only 2 pupils wore high heels that day. But 40 per cent of the students had poor posture.

Thursday was "Everybody Well and Present" day. The attendance on Thursday was 95 per cent perfect.

Friday was "Walk to School and Eat a Hot Lunch" day. All

[1] Copyright, 1928. By the Chicago *Tribune*.

but 69 walked to school, or walked at least 12 blocks. All but 10 rooms scored 100 per cent on the hot lunch requirement.

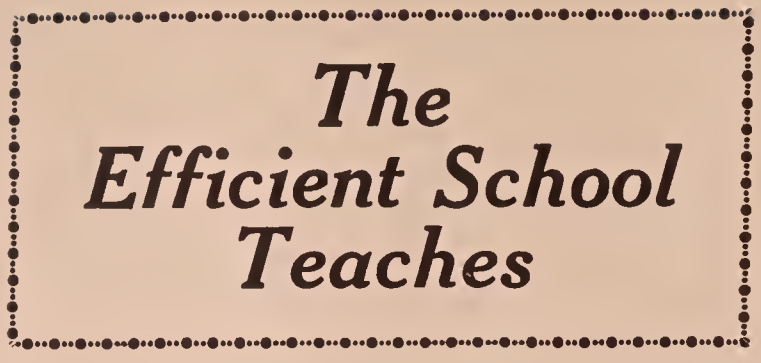
At the end of the week the prize class was given a bronze statue, "The Athlete." Promoting this health week was only one of the activities of the honorary health club. They took under their wings all markedly underweight pupils, and saw to it that they got a warm lunch at the cafeteria without having to wait in line. One member acted as a ventilation monitor for each schoolroom. She raised the windows as a classroom was vacated and closed them when the students returned. The windows of the building were all opened simultaneously at 40 minute intervals. They remained open about two minutes.

They pulled off a health show and also a fashion show and an American girls' beauty products show. The health column in the school paper was under their charge and it was up to them to plan hikes and picnics.

And, finally, the State Federation of Women's Clubs sent representatives of this club to other schools to organize similar honorary health clubs.

Another successful enterprise was one promoted by the Sunshine Club in Crawfordsville, Indiana, high school. Members solicited recipes from their mothers and published them in a cookbook. Proceeds from its sale were used to buy baskets of food for distribution to poor people on Thanksgiving and Christmas. The club also collected old books and magazines to give pleasure to patients in the hospital, in addition to rendering other kindly services.

Classes. Activities of classroom, study hall, and laboratory have long been neglected as subject matter for splendid news stories, principally because these topics do not seem to have the tang of the exciting and the unexpected. As a matter of fact, programs of study and methods of instruction pursued in the various classes have never been so engrossing as they are today. Description of classroom work is certain to prove interesting not only to pupils and teachers but also to fathers and mothers. One of the greatest skills that a good reporter can acquire is to see news in everyday things. Incidentally, almost every subject discussed in class and demonstrated in laboratory may contribute something to the art of living, as the following striking compilation shows:



Here is a list of hunches that may be profitably pursued by capable news gatherers, in coöperation with their instructors:

Art Class. Regular work being done by the class is often overlooked. Posters, window cards, lettering for the school bulletins, place cards, lamp shades. Who's who in the art department? What honors have come to the teacher? Why do students take art — commercial or æsthetic reasons? Exhibits.

Civics and History. Who has visited battlefields and historic points? Who has relics of Revolutionary, Civil, or World War? What field trips are made to local museums or places of historic interest in the town? How many students had ancestors in a given war? How many are named after war heroes? After peace heroes? Coöperation with historical society to familiarize and preserve old historic sites. Most popular character in history?

Dramatic Class. Practice lessons, try-outs, names of cast, plays to be given, stories of these plays. Plan three or four news stories for plays and entertainments beginning at least

four weeks before date of performance. Keep student body informed on production of plays known to them, such as *The Cricket on the Hearth.* Interview alumni who are on the stage.

English Class. Themes given in regular class work, poems, dramatized scenes from the classics, book reviews, debates, speed tests in typing (business English), spelling matches, standardized tests given. Contests, conflicts of all kinds, make news, so even a spelling match is news when winners' names are given. "Good English week."

Home Economics. Always something here. Follow the seasons in dresses, hats, cooking. Do girls give lunches and dinners? Balanced menus and cost for family of five? Cafeteria management and equipment (if under home economics department). Favorite foods, amount required, menus and recipes for different occasions. How many girls are underweight? Contest for gaining. How many pounds of meat used in cafeteria for any one meal? How many gallons of milk in a day or a week? Recipe contest.

Style Shows. Who had the prettiest dresses, and how much did they cost? Submit a commencement budget for a girl's clothing at that time. Altruistic sewing.

Is there a model apartment in the home economics department? How is it furnished? Do girls make models of rooms with arrangement of pictures and furniture? Are pictures in school properly hung?

Class in Home Hygiene and Care of Sick. Bathing the baby; winding bandages; preparation of food.

Laboratories: Chemistry. Experiments and tests to show impurities in foods and textiles. Do any students have chemistry outfits at home? The chemist's place in industrial development.

Physics. This study suggests radio, telegraphy, televox, photography, æronautics.

Biology, Zoölogy, Botany, etc. Rich material here. Field trips, insect collections, bird quests, plants and animals

used for study. White rats make frisky tales. Experiments made in class, written to show their practical meaning. People's names fastened to all experiments. Audubon society, Wild Flower society, leaf or bark collecting. Antisteel-trap crusade. Kindness to animals.

Latin Class. Proportion of boys and girls? Who leads class? Why are these students taking Latin? Models of Cæsar's bridge or the Coliseum. Posters to show English words derived from Latin.

Manual Training and Shop. Furniture, airships, radio cabinets. Pictures of boys with articles they have made. Work and repairs made by boys, if done for the school, not for themselves, is news and should be played up. Have students at home any old pieces of cabinet work, clocks, machinery, antiques of any kind? Report on such relics. Are there any girls in manual training? Why? Their opinions. Auto repairs — are the boys making good as mechanics? Interview some one who has taken a flight.

Mathematics. What tests are given for alertness? Winners. Graphs to show attendance or circulation progress of school paper. Colored designs and models for visualizing geometry. Are practical problems given? Do students keep school records for entertainments, etc. Do boys survey the school yard, measure the smokestack? What relation has mathematics to building construction? Show how school mathematics is essential to the different vocations of daily life — "the butcher, the baker, the candlestick maker," the tailor, the lawyer, the doctor, and all others. Test a group of seniors on some simple algebraic problems. Is a given building exactly upright? How crooked is a given street? Has a student made drawings of persons using geometric figures? Try an interview with a mathematics teacher on the application of algebra in the home.

Modern Language Class. What books are studied? Efforts at conversation? Foreign letters exchanged. Stories about foreign correspondents. Slides shown or talks given

about foreign countries. Interviews with teachers on travel abroad. Advantages of a particular foreign language. Does any class publish a little paper in the language studied? What pupils in the school know or speak the most languages? Language column, open for little news stories, playlets, rhymes, in the different languages. How many names of foreign origin?

Physical Education Class. (To be distinguished from interscholastic athletics.) Games and dances, exhibits, exercise and health, talks on how to walk and run. Best swimmer, best wrestler, etc. (Pictures for sporting page of boys and girls in action on gym floor.)

Illustrations. Pictures showing action are best: boys working on or wrestling with the stage furniture, girls taking biscuits out of oven, or cutting out dresses, boy with his ship model.

Home and Community. John Dewey, a philosopher active in the task of remaking the school of tomorrow, says that one of the faults in our present-day educational system is the complete divorce which the school tries to bring about between the classroom and the home. He points out that a child is taken from the family circle and an absolutely new set of interests and pursuits is forced upon him. The mystery is that the pupil survives the shock of this sudden immersion into the chilly waters of regulation and discipline. No such artificial setting should be permitted to usurp the place of the natural environment in which a pupil's aptitudes and enthusiasms have found unfettered expression. The school should connect the pupil with his home and his community through subject matter taught, and the manner of its presentation. Intelligent information and understanding of family life, community, state, and nation is the basis of all good citizenship. That is one of the functions of the newspaper in a democracy.

The school paper is the ideal means to bridge the gap between the life at home and the hours in school. By sending

out its reporters to get news of meetings, concerts, interesting people and organizations, it is in a position to promote a community interest, and make the school paper vital and informing to a circle of readers no longer young.

Some suggestions on where to look for news of community activities are given in the list below:

Alumni in the Community. If an old school, stories of early days are good. Has the school a card index of its alumni? Letters from alumni in foreign lands, their achievements. Stories about prominent alumni. What alumni are doing to help the school.

Athletics and the Home. How may parents be led through the school paper to take more interest in athletics? How could a paper promote group athletics as distinguished from the regular teams? Could a paper point out to parents, perhaps of foreign birth, that athletics is a larger issue than simply having a winning team? What are the dangers and benefits of competitive athletics? These questions puzzle many parents. Has the paper any purpose in this connection? Games between parents and pupils.

Civic Interests. Matters of civic interest can be adapted to the school paper. Bond issues for schools, tax levies, methods of election, a community chest drive, a clean-up campaign, activities of the board of health, plans for beautifying the city. Comparisons between city officials and officers in the student council. Tag days, Red Cross memberships. Have you a "run-the-city day" in your town? On this day, outstanding high school boys and girls spend the day in the city hall or make the rounds with the city officials, working with them and talking to them.

Community Entertainments. What is the paper's part in promoting community nights and educational exhibits? Is a special edition valuable at such a time? Suggestions for the treatment of community night at school, open classes in operation, manual training, domestic art, and hobby exhibits. What is your opinion of school carnivals as links between the

home and the school? How do play and pageants tie up with home interests? The paper's part here.

Community Tie-ups. Visits to local industries, factories, hotels, institutions, points of historic interest. Luncheons given by the business men's clubs, Rotary, Kiwanis. Interviews with local men and women about their business or profession, for example, with bankers about thrift.

Constructive Interviews. The interview makes a natural and practical connection between the student body and the community. Celebrities are not the only persons who can be interviewed. Possibilities of the interview for obtaining public opinion should not be overlooked. Ask three leading citizens their opinions on these questions: (1) Do movies exert a bad influence upon young people? (2) Do the schools of today neglect the three *R*'s? (3) Is the present-day dress for girls better than that of grandmother's day? (4) Is courtesy passing?

Ask the opinion of the student body on the school paper, its most popular department. Ask a certain number of students five questions suitable for publication as little interviews. Publish these under some such caption as: *Inquiring Reporter, Point of View, Student Opinion, The Student Forum, Sediment, The Voice of the Student, What They Say, Bricks and Bouquets.*

Feature Stories about Students. Stories about students interest parents and relatives. The youngest student in the class, those with long curls, twins. Although trivial and personal, these little items take the paper to the heart of the home.

Parent-Teacher Association. Mothers and daughters teas, fathers and sons dinners. Activities of these associations.

Promotion Story. Better conduct in assembly, need of campus, a fireproof school, a cleaner school.

Coöperation with City Papers. How does your high school paper coöperate with the country, town, or city newspapers? Do you always send the editor a copy of your paper? If the

city paper has supplied you with cuts, do you acknowledge them with a courtesy line and return them, if requested to do so?

Start a school page once a week in the town paper. No better way has been found for keeping the citizens informed about the class work and activities of the school. Let it be class written and edited. Did you ever ask the editor to let your journalism class conduct the paper for one issue?

School Interpretation. Interpreting the school can be most effective when most carefully planned. Here follow suggestions for a continuous program, as outlined by Selden Carlyle Adams, assistant director of the division of publications in the National Education Association:

September

Newspaper features
- The opening of schools
- New teachers
- The summer roundup of the children
- Health recommendations of the superintendent or the school physician

Demonstrations
- School work exhibits at county and state fairs
- School floats in Labor Day parade

Meetings
- Teachers Institute
- Parent-Teacher Association to welcome parents of beginning children

Publications
- Handbook for pupils
- Handbook for parents

Radio
- Talk by superintendent on evening before schools open

October

Newspaper features
- School enrolment figures
- How the schools accommodate the increasing number of pupils
- Needs of the schools at November election

Student selfgoverning bodies
Opening of evening schools
Recent additions to the school library
Americanization programs (Columbus day, October 12)
Honor rolls based on first six-weeks reports

Meetings
Local teachers association
State education association
Board of education
Parent-Teacher Association

Publications
Monthly and weekly papers published by students
Posters advocating bond issues on tax levies at November election

November

Newspaper features
Election of members to the board of education
Bond issues and tax levies
Illustrated article showing need of modern school equipment
American Education Week Program
Education Week statements by leading citizens commending the schools
What the state spends for education

Demonstrations
Rededication of all schools during American Education Week

Meetings
City teachers association
Parent-Teacher Association
Board of education

Publications
Campaign literature for November elections
Circulars describing American Education Week

Radio
American Education Week Program

December

Newspaper features
Honor rolls based on second six-weeks reports
Reports of state teachers conventions
Election of new officers of the board of education

Demonstrations
- Christmas concert by pupils
- Awarding naturalization papers to students in Americanization classes

Meetings
- Local teachers association
- State education association
- Board of education
- Parent-Teacher Association

January

Newspaper features
- Reopening of schools
- List of midyear graduates

Demonstrations
- Commencement

Meetings
- Teachers association
- Parent-Teacher Association
- Board of education

Radio
- Address by selected high school teachers and pupils to graduates of the elementary schools

February

Newspaper features
- Winter convention of the National Education Association
- Beginning of the semester
- Changes in the teaching personnel
- Work of the school dental clinic

Meetings
- Teachers association
- Board of education
- Parent-Teacher Association

Publications
- Handbook for new pupils

Radio
- Addresses by superintendent and president of parent-teacher association

March

Newspaper features
- Interviews with teachers
- Honor rolls based on first six-weeks reports

Demonstrations
- Oratory contest supervised by newspapers

Meetings
- Local teachers association
- Parent-Teacher Association
- Board of education

April

Newspaper features
- Vocational guidance for high school pupils
- How the schools care for behavior problem children

Meetings
- Board of education
- Parent-Teacher Association
- Local teachers association

May

Newspaper features
- Child Health Day — May 1
- Honor rolls based on second six-weeks reports
- Close of the second semester in the evening schools

Demonstrations
- Open-air pageants conducted by the division of physical education

Meetings
- Address before the graduating class by representatives of colleges
- Board of education
- Parent-Teacher Association
- City teachers association

Publications
- Course of study from which pupils may plan their work for next year

June

Newspaper features
- List of teachers appointed for next year
- List of graduates
- Summer convention of the National Education Association

Demonstrations
A vitalized commencement
Field Day

July

Newspaper features
Professional study by teachers at summer schools
Purchase of new school sites
List of summer school teachers

August

Newspaper features
Cost of schools per pupil and distribution of costs
Additions made to school libraries
Where the June graduates are employed

Some Sample Stories

Clubs

1. Two one-act plays were presented at the first meeting of the Spanish club held on Wednesday, October 10.

The characters of the first play, "La Lavandera de Napoleon," (Napoleon and his Washwoman) were Morris Polansky and Gertrude Goldberg.

Robert Brayley, Robert Colcleugh and Anna Murphy were the doctor and patients respectively in the other play, "The Unfortunate Doctor."

Pedro S. Alayu sang two solos; one, "Nina," is his own composition. The club members sang "Angela Mia," accompanied by Felicia Sarrel.

"The next meeting will be an interesting one. Miss Mildred Wheelock will tell about her trip to South America and Miss Katherine Kiely will arrange music and dances to suit the lecture," said Mrs. Augusta Wines, faculty adviser. "This semester promises to be a very successful one for the Spanish club. The students are working with a will to make it one of the best clubs in the school."

"All who wish to belong should join without delay to get the benefit of the whole semester," continued Mrs. Wines.

A committee, consisting of Ruth Shanks and Gertrude Goldberg, was appointed to consult Wright and Street about pins for the club.

— *"E" Weekly*, Englewood High School, Chicago

2. And now a new club has come to Central. Miss Shield's newly organized Book Review club includes the News I students and those who have been invited on the recommendation of some teacher to join. "The only duty or rather privilege of the members is to read and review at least three books each semester," Miss Shields announced. "The opportunities will exceed the effort spent in writing the reviews, as the students will be allowed to take out a pay book free for one week.

"The reviews will be considered for publication in the Register, and the best two each week will be printed. By advertising the library in this way, the reviewer will have an opportunity to help the school," Miss Shields added.

Those who have been recommended are: Nena Horwitz, Marie Sabata, Edith Copeland, Bernice Thorsen, Jane Wickersham, Keith Wilson, Dorothy Blanchard, Mac Collins, Julius Goldner, Laura Jane Perry, Katherine Waldo, Robert E. Johnson, Irma Randall, Ralph Moore, Robert Saxton, Mildred Skow, Margaret Secord, and Esthyre Steinberg.

— *Weekly Register*, Central High School, Omaha

3. The Girl Reserve Club of W. H. S. gave a valentine party for all new members, and all other girls new to this high school, yesterday after school in MacDowell Hall.

The New Girl party is an annual affair which was originated in Wichita High School several years ago. For the last three or four years such a party has been given soon after the beginning of the second semester in order to furnish a chance for the old and new members of the club to get better acquainted.

Many games were played, including " Months," in which the girls were divided into twelve groups according to the months in which their birthdays come. Each group then presented a charade representing some important event in their month. Red paper hearts which had been numbered and cut in half were distributed so that each new girl found her partner for refreshments to be a girl already a member of the G. R.

Heart-shaped ice-cream bars, and white cake with red icing in valentine patterns were served.

— *Messenger*, Wichita High School, Wichita, Kansas

Other Classes

1. "Extra! Cæsar has been killed."

Such was the Latin message of Tempora Lincolnia when it was issued on or about the Ides of March (the 15th), the day of the

year on which the famous Cæsar was murdered. A large part of the paper, which was written up in Latin just as if Cæsar had been killed yesterday, deals with his death and with its bearing on the Roman state and people at large. Of course, that part is all in Latin, but its style is that of the twentieth century newspaper. Even the Latin editorials deal with Cæsar's death and its consequences.

One column, headed "Curas Secludite" — Forget Your Troubles — has a number of snappy humorous bits. Two particularly good ones are signed by "Latrunculus" and "Centurulus."

Three poetic renderings of passages from Virgil's "Æneid" were submitted by students of Miss Mary Miller's third hour class. Another contribution signed "Pan" deals with Greek and Roman Mythology.

A letter from San Antonio, Texas, printed in the paper, reads as follows:

"We received the delightful edition of your paper a few days ago. It is extraordinarily clever and original. It is very different; in fact, I believe it is the only paper of that particular kind I have ever seen."

— *Lincoln Log*, Lincoln High School, Cleveland

2. Alas, poor Yorick! Dead! Murdered! — poor little Magnuskovichkovinsky Oswald Percival Pat (don't pronounce it — just sneeze once and cough twice) — is dead; murdered cruelly, foully, wickedly by an awful Streptococcus. (Just a germ, chilluns.) And all the "bugs" students go around with long faces and aching hearts, for nothing — nothing can ever replace dear little Pat, the most beautiful crayfish in all the world.

"We knew that it was dying when it insisted on lying on its side," admitted Miss Lane. "But why," queried the anguished reporter, "why did you do nothing to save him? Couldn't you have done something about the germ?"

"We did," she answered. "Hour after hour we worked to save him; despairing, hoping; but on Tuesday morning when I came to school, I found it lying there, stiff, stark, and cold." Alas, the strepto, the steptocac, the st — oh well, the germ, had done its dirtiest.

Poor Pat was immersed with due ceremony in the watery deep of formaldehyde; but he will not be permitted to rest in peace; he is to be sacrificed to the cause of science. The class will have the honor of dissecting the body later on in the season.

— *Weekly Register*, Central High School, Omaha

3. Rats! Look Out Girls! Miss Dona Sapp's home economics classes have four white rats. The home eccer's don't seem to be afraid of them. Maybe that is because the rodents are in a cage.

The rats are from three to four inches long, and were only eight days old when they moved in the home economics department.

Two of them are fed on crackers and water and the other two on crackers and lettuce. The object is to test the vegetable diet. Lettuce is a vitamin food and the two that are fed on the crackers and lettuce should grow more rapidly. Besides this they are fed their regular cage food, which consists of a mixture of corn meal and salt and cage lettuce.

One morning one of the rats escaped. If the girls had known that, there would have been some excitement at dear old Roosevelt. The rat was finally found by one of the janitors.

If the experiment proves to be a success, the rats will be shown at the home economics exhibit November 4 and 5.

— *Times*, Roosevelt High School, Dayton, Ohio

4. Upon miniature piano keyboards of five octaves, the keyboard harmony class learns the fundamentals of simple chord harmony.

"Since there are no prerequisites this course affords a splendid opportunity for any one caring to learn to play simple accompaniments, or to those in the orchestra who do not play the piano it will give a better idea of harmony," declared Miss Miriam Terry. "And best of all those who have not had the opportunity to learn to play may learn this way and go right on alone when the course is completed."

Miss Terry has found that nearly fifty per cent of the students taking advanced music have no knowledge of the names of the lines and notes in relation to the piano keyboard. This course supplies a student with such knowledge.

The originator of this method of teaching harmony, Mrs. Zay Bevitt, visited the class at the first of the year. There are only two other schools in this city, Lincoln and Broadway, that are employing this system.

Miss Terry has requested that any one caring to take keyboard harmony should see her.

— *News*, Roosevelt High School, Seattle

5. Canterbury Pilgrims have come to West! They are in the Library now, seeking new friends.

These manikins are dressed as characters from the Prologue of

Chaucer's "Canterbury Tales." One represents the Prioress, clothed in a dress made of real nun's cloth, who resembles very much a modern nun. Chaucer said that she was well taught in table manners and "leet no morsel from hir lippes falle."

Other visitors are a nun, who is in the company of the Prioress, and who is clothed all in white; and a good parson, who, though poor in money, is rich in piety and kindness.

These little dolls were projects chosen instead of a test, in Miss Harrington's 11A English class, and were dressed by Esther Lee, Eileen Langstaff and Betty Cannon.

The posters, stating these characters' outstanding characteristics, were printed in Old English by Alleen Lanthorne, and were accompanied by a sketch of an old English Inn, drawn by Mary Shears. Maps and calendars were also made.

What would Chaucer think if he were living today and could see these tiny representatives of his immortal tale?

— *Occident*, West High School, Columbus

6. To plan an extensive health program for the public schools, William J. Bogan and his advisory council met Tuesday, October 23, in the Art Institute. Two sessions were held, one in the afternoon and another in the evening. Principals of all schools were invited to attend the meetings, at which prominent hygiene authorities spoke.

Discussion centered on the latest methods in providing for the mental and physical needs of youth as outlined by leaders in those fields. Their aims were to reduce the number of cases of failure in classes, to nip in the bud tendencies toward crime, and to extend physical education in Chicago schools. Delegates from over fifty prominent Chicago organizations, school officials, and others who were interested in the project were present at the meeting. Dr. W. A. Evans, former health commissioner, presided.

— *Weekly*, Hyde Park High School, Chicago

7. A prize of five thousand dollars is being offered by W. C. Durant for the "Best Plan to Make the Eighteenth Amendment Effective." The winning student will receive one thousand dollars, and the school he or she represents will receive four thousand dollars. The offer applies to high schools and preparatory schools.

Competitive offerings must not exceed two thousand words in length and must be submitted prior to December 1. Prizes will be awarded December 25.

Plans received in the high-school-preparatory-school contest, if

of sufficient merit, will be eligible to compete for the grand prize of twenty-five thousand dollars.

Though this will not be compulsory, the G. W. H. S. English teachers are encouraging those who are interested to enter the contest.

— *Chatterbox*, George Washington High School, Danville, Virginia

CHAPTER VI

"HOW SHALL I WRITE IT?"

The Art of Rewriting. Many stories are printed as written; many more are rewritten. When a reporter fails to emphasize the newsy feature in his lead, when his yarn makes tedious reading, the city editor deals the copy to a skilled rewrite man with request that it be reconstructed.

The most common type of desk revision has to do with the making over of stories previously published by other papers. These items are generally shortened in revision, and fresh developments added, so that they really become new stuff.[1] Sometimes a yarn published in a distant city may have some local application — such as the mention of a well-known person — so that this feature naturally gets the stress in the revamped lead.

The following examples illustrate rewriting methods. The first story appeared in a city paper and related the marriage of a former teacher; the rewrite for the school weekly is built around the same facts, given special emphasis and treatment.

THE ORIGINAL

> In the parlors of the First Congregational church at noon yesterday, Miss Florence Long, daughter of Mr. and Mrs. B. F. Long, 1278 Fifth street, became the bride of Mr. Kenneth Cooper, a young attorney of Bellaire. Rev. Dr. Charles M. Gladden, the pastor, performed the ceremony. Miss Agnes Long, sister of the bride, was maid of honor, and Mr. Lawrence Yerges, of

[1] More detailed discussion of lead structure, with particular reference to rewrites, follow-up and second-day leads, will be found in Bastian, George C., *Editing the Day's News*, Chap. VI, Macmillan; Harwood, Dix, *Getting and Writing News*, Chap. VII, Doubleday, Doran; Harrington and Frankenberg, *Essentials in Journalism*, Chap. V, Ginn.

Columbus, a fraternity brother of the bridegroom, was best man.

Before her marriage, Mrs. Cooper was a teacher in domestic science in the Clinton High School.

THE REWRITE

Miss Florence Long, for three years teacher in domestic science in the Clinton High School, was married last Wednesday noon to Mr. Kenneth Cooper, a Bellaire attorney. Rev. Dr. Charles M. Gladden performed the ceremony at the First Congregational church. Both are graduates of Ohio State University, class of 1925.

Her sister, Miss Agnes Long, a senior in East High, was maid of honor.

A Modern Tendency. News compressed into capsules is easily swallowed by busy Americans. Long, fact-choked news accounts yield today to condensed summaries told in sprightly style. The phenomenal success of the tabloid papers is to be explained, in part, on the ground that people like to have their news delivered in small packages, attractively labeled.

Try your skill and ingenuity in trimming some inflated story to the dimensions of two paragraphs. A striking phenomenon is *Time*, the weekly news magazine. Its tabloid versions of current happenings are often somewhat eccentric, but it never mumbles in its sleep.

The attached sample is typical of *Time's* service in reducing the girth of a fat news story. It abounds in picture-makeup words, is in fact a little news drama. Note names, particulars, quotes, all resulting in clean-cut information.

Hands cupped, legs working in piston fashion, a pair of girl twins, whose age totals 28, propelled their monotonous way through the murky waters of lower New York Bay last week. At Battery Park, abode of the homeless, mecca of excursionists, they were fished out, their wet hands wrung, their likenesses caught by cameramen, their feat lauded. For 38 miles, for 7 hours 41 min., they had inched a zigzag course from Sandy Hook. To eschew a tide they headed eight miles out to sea, were met by another strong tide in the harbor. "We could swim back again the same way, right now," said Bernice Zittenfeld, talking for herself and her sister, Phyllis.

A New Use for X-Rays. The art of the rewrite man, however, consists in brightening up dull copy, without tampering with the facts supplied by the original reporter.

Suppose we take a specific story. A "cub" was sent by his city editor to cover a lecture on X-rays, given by a university scientist. The address was packed with technical information, but included a practical demonstration. The story turned in by the reporter began with the statement on the speed of electrons, and later touched upon the fact that the scientist had used X-rays to test the quality of diamond rings supplied by engaged girls in the audience. This feature, of course, is the story, since the public is reasonably well informed on the history of the X-rays. Accordingly, the rewrite man lifted the incident about the diamonds into the lead and buried less interesting facts in the end paragraphs. This is how he recast the story:

Flashing diamond rings taken from "engagement" fingers were eagerly offered to Prof. Robert Snow, of the department of physics, yesterday afternoon, just after he had concluded a lecture on "The X-rays" at Sterling hall before a crowd that packed the auditorium.

Real or paste, that was the question in the minds of curious fiancées.

Accepting only one of the proffered gems Professor Snow showed in simple fashion by the use of the X-rays that at least one of the girls present owned a diamond of rare purity.

On a photographic plate he placed a large paste diamond, the engagement ring, a leather pocketbook containing coins, and several small objects. These were all put inside a wooden box covered with a black cloth. Then the X-ray machine was turned on for three minutes. Even in the darkened room the X-rays were invisible, but they did the work.

The plate, developed and projected on the wall, showed the coins and the metal frame of the purse. The X-rays passed through the wooden box and the leather. Similarly, the plate disclosed the paste diamond and the metal of the ring, but the photographed engagement ring had lost its set. The real diamond had been perfectly transparent.

"This test is one of the most accurate to determine the quality of diamonds," remarked Professor Snow, as he hastened, amid

smiles and giggles of his audience, to restore the borrowed treasure to its owner.

"The greatest scientific discovery of the nineteenth century is the X-ray," concluded Professor Snow. He explained that electrons, the smallest known things in the world, travel at a rate which would carry them around the globe eight times in one second. He also told how X-rays were discovered in 1895 by Prof. W. C. Roentgen, and how he called them such because their mechanism is an enigma. The creation of the rays, emanating from the inside of a highly exhausted glass tube through which a discharge of electricity is taking place, was also illustrated by Professor Snow.

Comparative Study of News Stories. Many a youngster, in the first few months of his apprenticeship, gets the impression that there is but *one* way to write a story acceptably, and but *one* way to gather the news. As the cub becomes more analytical, he begins to realize that print does not possess the finality once attributed to it. He sees that news may reach town along various roadways, some short, some long, but all leading in the same general direction.

Methods of playing up the feature may also differ, in accordance with the temperament of the reporter and the news policy of the paper for which he writes, yet each may have qualities of excellence. In fact, a discerning reporter finally discovers that story forms may be decidedly dissimilar, without any one being inferior. This observation does not mean, however, that there is no such thing as *good*, *better*, and *best*. We propose shortly to show that these adjectives often apply to contrasting versions of the same news happening.

The particular merit of newspaper writing, we remind you, is that it keeps the senses alert, the mind active, and the fingers constantly busy. George Herbert Palmer, famous professor of philosophy at Harvard University, once made this pertinent comment:

> And let me say, too, that since frequency has more to do with ease of writing than anything else, I count the newspapermen lucky because they are writing all the time, and I do not think so meanly

of their product as the present popular disparagement would seem to require. It is hasty work, undoubtedly, and bears the marks of haste. But in my judgment, at no period of the English language has there been so high an average of sensible, vivacious and informing sentences written as appear in our daily press.

A Startling Discovery. To prove the point, let us turn to an incident illustrating methods adopted by reporters in telling the news.

Early one morning Sam Bright, a farmer living on the outskirts of a large city in Ohio, started out for the barn to milk the cows. Suddenly in the field beyond he saw a tangled heap of wood and canvas caught in the lower boughs of a tree, then heard the groans of some one in pain. Setting down his milk bucket, he hurried to the spot and found upon the ground a young aviator, seriously injured. The man was unable to speak; his face was bruised and grimy; his clothing torn. Mr. Bright hastened to the house, telephoned for a doctor, and called a farm hand. The two men carried the aviator into the front room and put him upon a sofa. When Mrs. Bright applied a moist cloth to the young man's face, she started back with a cry. "Why it's my cousin, McHenry Blancho, of East Liverpool," she exclaimed. "He just got his license to fly last week, and he's come down in our own field."

A few minutes later McHenry Blancho opened his eyes, recognized his cousin Florence, and began to tell how the accident happened. When Dr. Floyd Clark arrived, he found that three ribs were fractured, and that the aviator had been badly shaken up. He considered the young man's escape from death as almost a miracle.

Reporters and a Camera Man. News of the accident quickly traveled around the neighborhood. In a short time it reached the offices of three afternoon newspapers. One city editor instructed a reporter to get all the facts he could by telephoning the Bright home. Each of the other two city editors told reporters and a camera man to jump into automobiles and hurry to the scene.

The first reporter was a cub just out of college and was somewhat excited. He did the best he could in getting the facts, but was forced to guess at some of the details. The lead of his published story ran as follows:

> Henry Bancho, a daring young government aviator from East Liverpool, Ohio, lost control of his airship while flying over the Bright farm east of the city early this morning and fell into a tree where he was found by a farm hand. The man was removed to the Bright home and a doctor summoned. His injuries consisted of a broken leg and several shattered ribs. Mr. Bancho did not have a pilot's license.

The second investigator immediately sought out Mr. Bright. He got his version of the incident, and followed it up with a brief interview with the injured aviator. The lead written by this news gatherer ran like this:

> Crashing into a tree on the Bright farm four miles east of the city, McHenry Blancho, an aviator from East Liverpool, was discovered in the tangled wreckage of his airplane early this morning and removed to the Bright home, where it was found he had suffered three fractured ribs and minor bruises.
>
> "My engine went dead just as I was seeking a place to land," said Mr. Blancho this morning. "I was unable to steer the machine properly, and could not avoid hitting the branches. That's all I remember until I woke up here. I got my pilot's license only last week, although I have been an amateur flyer for two years."

The third reporter sensed a different sort of story. In addition to asking questions of Mr. Bright and the aviator, he had a little talk with Mrs. Bright. Hence the following version of the accident:

> McHenry Blancho's unannounced airplane visit to the home of his cousin, Mrs. Sam Bright, who lives four miles east of town, ended disastrously last night when the engine of his machine went dead and he came down in a tree on the Bright farm. Early this morning Mr. Bright found the young aviator unconscious in the crumpled wreckage of the airplane, and with

> the assistance of Frank Moore, a farm laborer, got him safely within doors.
>
> When Mrs. Bright began to wash the grime and blood from the aviator's face, she discovered that he was her own cousin, a lawyer from East Liverpool, Ohio.
>
> "I didn't know he was flying here to visit us," she said this morning. "His mother wrote me last week that McHenry had received his license to fly. You can imagine my astonishment when I recognized him. He will stay with us until he is ready to travel."
>
> Mr. Blancho fractured three ribs and was badly shaken up, according to Dr. Floyd Clark, who attended him. The physician said his escape from more serious injuries was almost a miracle.

In the meantime, the camera man had taken a picture of the wrecked airplane and secured a close-up of the injured aviator, with Mrs. Bright, his cousin, sitting at the bedside. These graphic photographs appeared that afternoon on the front page of a newspaper specializing in big headlines and sensational picture display.

Dissecting the Stories. Perhaps none of the stories you have just read would be regarded as a masterpiece. Newspaper writing is done under such high pressure that one hundred per cent performance is seldom achieved.

But it must be quite evident that the account written by the cub as the result of a telephone conversation is not at all satisfactory. The aviator's name and occupation are bungled, the details vaguely sketched, the facts twisted. The second version is better; but it fails to include an interesting feature, the relationship of the aviator and Mrs. Bright, a key fact which the third version pushes forward into the lead. The third story is more explicit, considerably more accurate. Notice the use of names and "quotes."

A follow-up lead — say, in a paper published the day following the accident — might be shaped in this fashion:

> McHenry Blancho, the young aviator from East Liverpool, who crashed yesterday into a tree on the farm of Sam Bright, four miles east

> of town, while attempting a landing to visit his cousin, Mrs. Bright, was resting comfortably this morning. He is in bed at the Bright home, where he was taken after the accident.

None of the stories included in our discussion may appeal to you as adequate to convey the facts simply and interestingly. Well, see what you can do to improve on the versions printed. No reporter has a patent on any special method of news presentation.

Matching Leads and Paragraphs. No more fruitful experience may be found than making a critical, paragraph-by-paragraph dissection of newspaper stories as published in papers of differing policies and addressed to varying reading publics. See what facts have been garbled, what lead materials emphasized, what information omitted, what sentences are made effective carriers of thought. Such comparative study will guide you in your own handling of news for publication.

CHAPTER VII

ENTERTAINMENTS, SPEECHES, INTERVIEWS

Entertainments

Boosting School Enterprises. More and more the newspaper is serving the school as a medium of publicity. Relatively few students stop in front of bulletin boards, bent on finding out particulars of approaching events, but practically all devour the newspaper. So do parents, as much interested in school activities as their sons and daughters.

Let us say that the Hi-Y Club proposes to raise funds to buy equipment for the gymnasium and has hit upon the idea of securing the services of Marlo, the magician, who agrees to give an entertainment in the auditorium under the club's auspices. The cost will be seventy-five dollars. That means the boys must sell a good many tickets to pay the magician's fee and insure a profit. Placards posted in the corridors and displayed in show windows will help bring a crowd, but probably the most telling medium to arouse interest is to use newspaper space.

The school weekly therefore becomes an advance publicity agent for the Marlo entertainment. When the event is past, it will also print a report of what happened and how much money was turned over to the Hi-Y Club.

The first mention of the show is certainly news. Subsequent announcements seldom present fresh facts and are generally printed because the editor wants to coöperate in drumming up a crowd for a school enterprise. To permit an enthusiastic press agent to fill half a column with persuasive remarks about a coming attraction debases the paper as a news medium. The wise policy is to use restraint and intelligence in handling such publicity stories. The reporter must play

up the real news; he must cut out repetitions and complimentary "fluff." Merely urging people to attend does not interest them. The news story should make the coming event so attractive that everybody will want to go. If the promoters wish to beat the big bass drums, the editor might suggest that they buy advertising space.[1]

The Precede. The first news story about the Marlo entertainment is known as a "precede." Perhaps it may run something like this:

> Marlo, the magician, who takes rabbits from hats and plucks coins from the air, is coming to Central High next Friday evening to give one of his entertainments.
>
> The show is a benefit performance promoted by the Hi-Y club, and the proceeds will be spent in buying equipment for the gymnasium.
>
> The entertainment will be held in the auditorium at 8 o'clock. Members of the club are selling tickets, priced at fifty cents.

Some papers omit the cost of admission; others are not so particular, especially if they consider the cause a good one. But strictly private enterprises — say a Thanksgiving dance at a hotel — do not deserve extended press notices with the price per ticket attached.

Of course, if the editor desires still further to lend endorsement to the project, he may do so in the editorial column, where he may follow up the news announcement with a strong appeal to buy tickets.

A cut of Marlo will help personalize the preliminary story and doubtless prove an effective medium of publicity. All professional lecturers are glad to supply newspapers liberally with halftone pictures and press reviews. They should be

[1] Many principals oppose the employing of outside talent for school entertainments, often insisting that even the scenery for a dramatic production be made by boys and girls within the school building. Such a policy usually encourages originality and latent resources, but all too often an entertainment is spoiled by amateur bungling. Some expert guidance, coupled with adherence to professional standards, is necessary if school enterprises are to reach a high degree of excellence.

used sparingly. The paper might try a cartoon of Marlo with a bunny. Home-made products are better than canned stuff.

Marlo Performs His Tricks. The assignment editor knows the evening and place of the Marlo entertainment. Accordingly, he jots down the data in his log book, and when Friday comes instructs a reporter to attend the show and write a story of two hundred words about it. Generally, several free tickets have been left with the editor so that the reviewer is assured entrance to the hall.

Personal attendance is absolutely necessary. No real story can be manufactured by inspecting a printed program; nor will casual impressions retailed to an absentee reviewer by some friend prove of any great assistance. The writer must be genuinely interested himself if he is to transmute his pleasure into readable prose. Long-distance reporting accounts for a good many stupid inaccuracies printed in newspapers.

We shall assume that a capacity crowd saw Marlo perform his mystifying feats, that applause was loud, that everybody went home happy. All exceedingly obvious! What remains to be told? Well, one thing would be to learn how much the Hi-Y Club received as its share of the proceeds. Another would be to interview Marlo behind the scenes on the sort of spectators he has found most difficult to deceive with his tricks; still another to find out why most people like sleight-of-hand performances.

In the present instance, the ingenious reporter seized upon the Marlo entertainment as a starting point for additional news investigation and uncovered facts that changed an ordinary report into an engaging story, tingling with fresh ideas.

We reprint the headlines, and a few paragraphs lifted from that story:

FEATS OF MAGICIAN AMUSE BIG CROWD

Marlo Says Most College Professors Are Easy to Fool, But Boys Bother Him

Marlo, the magician, kept a large audience mystified through two hours of hilarious entertainment at the high school auditorium Friday evening. Eighty dollars was realized from the show, according to Howard Roberts, president of the Hi-Y club, who sponsored the performance. The members of the organization expect to spend the money for new equipment for the gymnasium.

Disappears from Trunk

Marlo, whose stage name is a combination of his real name, Martin Lowenstern, took white rabbits from hats, allowed himself to be roped and put into a trunk from which he disappeared soon afterwards, and plucked requested playing cards from mid-air. Perhaps his most successful illusion was that of sawing his young lady assistant into two pieces as she lay in a big chest. Later he put her together again.

Watches Small Boys

In an interview after the show, Mr. Marlo declared that college professors are the easiest folks in the world to hoodwink. "The average professor is so intent on studying out how a mystifying trick is done," he said, "that he doesn't see much of anything. A professor thinks he's pretty wise.

"But I fear the small boys," Mr. Marlo continued. "They're hard to fool. When I ask for persons in the audience to come upon the stage to examine a cabinet in which I disappear, I'm always shaky if half a dozen inquisitive kids start forward. I know I've got to work mighty hard to keep them from seeing too much. And if they start handling the cabinet I'm lost. A kid's eyes and mind are always on the go."

Sidelights. Entertainments and exhibitions, then, present many challenges to reporters not satisfied with describing the obvious and the commonplace. A collection of verbal snapshots, connected with some well-advertised event, is quite often more newsy than the big show itself. These impressions may readily be secured as the reporter gathers facts for the main assignment. The mark of a capable news gatherer is his ability to discover lively little features to serve as commentaries to the full-length story.

Reporting a Play. News of a coming stage production develops considerably in advance of the time of presentation. The first story deals with the selection of the play, the try-outs, the announcement of the cast, the last rehearsal, the ticket selling, and the final story. The financial success of the venture depends largely on the kindling of interest brought by newspaper publicity. Any keen-minded reporter will find good material in dramatic performances, both before the time of presentation and when he is called upon to write the review itself.

Dramatic events should be treated as news and therefore must depend upon lead presentation and cumulative interest to achieve their ends. Opinion should be skillfully interwoven with fact. Primarily the writer's purpose is to tell what he has seen and what has happened at the performance and how the audience responded to the work of the actors. Features to consider in framing the review are the acting, setting, staging, response of spectators, and a hint as to the financial success of the production. Many amateur reviewers make the mistake of trying to deal sugar to each member of the cast, although perhaps that is not so unwise as a supercilious attitude. It should always be remembered that a critical review gives the privilege of the by-line, and the reviewer is permitted to record his own views for which the paper itself should not be held responsible.

The attached sample shows how the review may be handled:

Another successful production given by the South Side Glee club under the direction of Roland S. Schafer, was witnessed Friday and Saturday nights. It was probably one of the best minstrels ever given by South Side. The cast was good, and from the time that the entire personnel of the show melodiously stated the purpose, method of approach and a few other aims of the production, till the presentation of the cake-walk, the audience was well entertained.

Most of the jokes were new and funny, which is a credit to any show. Miss Patterson should be given a big hand for her successful clog dances.

Art Emmerson took the spotlight with a song and dance number. He was encored five times Friday, and six times Saturday, a record to be proud of even if you are only an amateur. Johnny Inches won all the hearts as the little gal who sang a song in praise of the corner baker and as Sonny Boy.

Warren Baker was outstanding in the quartet that sang "Tumbledown Shack in Athlone." In Adelbert Thompson, the audience heard a second Gene Austin. His song "In Lilac Time" was well received by the audience. The boys cannot be given all the credit, for the Mammy Octet was a hit. Melba Fonner sang a beautiful number called "The Green Cathedral." Ellen Mann, dressed as a man, sang "'Tain't So, Honey, 'Tain't So."

The chorus was one of the best Mr. Schafer has directed. The members took their cues with perfection, and, believe it or not, there is talent in that chorus. If you attended you are an ear-witness. It was a well-appearing chorus. Each one was dressed in white trousers and shirt with a black tie. Mr. Snider was the nonchalant interlocutor and carried his part quite successfully.

Both nights the auditorium was nearly full. Saturday night there was one of the largest audiences ever to witness a minstrel at South Side.

—*South Side Times*, Fort Wayne, Indiana

Speeches

First, Get It Right. In reporting a speech it is imperative that the reporter take careful notes on striking passages in which he thinks other people will be interested. These are to be enclosed in quotation marks as utterances of the speaker. The story, therefore, is a verbatim condensation of an address, not a scattered impression of what the reporter thinks the speaker said.

Obviously, if a reporter depends on auditors for his information, he is likely to get a distorted estimate of the address. Most people do not tax their memories with the exact phrasing of what they hear. Opinions and disconnected recollections are, of course, worthless to a reporter anxious to produce an accurate, informing story. Attendance at the lecture — preferably well up in front — or the use of the speaker's manuscript, is the only sure method of securing a good report. A speech affords excellent drill in note taking and in grouping of relevant facts around a central theme.

Starting the Story. Once the reporter has plenty of notes that record telling passages, he is confronted by the problem of sorting them out for publication. What is to be his lead? The answer to that question depends upon the speech itself. An epigrammatic, thought-provoking statement may easily serve as an entering wedge, provided it does not misrepresent the tenor of the speech when detached from its setting. In the latter case the story might start with a direct quotation, a method favored by reporters, even though the speaker may not have uttered the particular sentence in question until well toward the end of his address.

Great care should be taken to preserve the continuity of the speaker's thought, and to resume the use of quotation marks in succeeding paragraphs. It is rarely permissible to substitute one's own phrases and to place the responsibility for them on the shoulders of another. Such practices sometimes bring the hot criticism that a man has been misquoted. A brief description of the setting and circumstances, in connection with the address, often makes good copy.

Often the lead may summarize the leading facts developed in the course of a speech without utilizing direct quotation, especially if the address lacks striking opinion. The following paragraphs will illustrate the method:

> Love, humor, sorrow, and faith are the four outstanding traits of Abraham Lincoln, according to Rabbi Jacob Tarshish, who spoke to the

> student body of Central High Thursday, February 12, the birthday of the great emancipator.
> "Washington, the founder of our country, and Lincoln, its savior, stand side by side in the hearts of Americans, for both were men with the human touch," continued the speaker. His remarks were received with cheers from the large crowd present at the convocation. . . .

Some Illuminating Touches. The correct chronicling of what a reporter hears is never to be minimized; it is the cornerstone of success in reporting. But there are other things as well that belong to a speech that should challenge every alert scribe. Often the setting and atmosphere, the significance of the occasion (it may be a memorial service for brave young fellows who fell in France), the fame of the orator, deserve important place in the formal story. These invigorate every quotation. Nor should a reporter neglect the opportunity to add characteristic gestures and bits of human interest that interpret the personality of the man who talks.

A careful reporter avoids too frequent use of "he said," in giving authority for quoted remarks. It is much more expressive to write "declared," "continued," "added," "concluded," or any other expressive word that relieves the monotony of this old favorite. He is also sure to use (") marks at the beginning of each paragraph of quotation, keeping the final (") marks until the conclusion has been reached. Here the speaker's name may be added to buttress the writer's authority and round out the report.

Enlarging the Field. Survey of school newspapers shows that assignment editors seldom, if ever, send news gatherers outside the campus gate to report speeches. Few addresses given at weekly assembly are startling enough to break the routine of school life. Such speeches are generally admonitory and somewhat stereotyped. As we have seen in the discussion of entertainments, application of interviewing methods will often add just the factor needed to save a story from becoming a dull repetition of the obvious.

Almost every town, however, supports a lecture course; citizens turn out in goodly numbers to listen to a speaker who has *something to say*. Herein lies opportunity for enlarging the news scope of the school newspaper. Certainly some opinion offered by a downtown speaker will grip the interest of young people. To secure elaboration of such remarks through adroit questioning is relatively easy; good copy is the reporter's reward.

Interviews

Elements of an Interview. In essence the interview is not radically different from the report of a speech, except that it is usually more informal in tone and includes in its scope swift character drawing. Most people read eagerly an intimate interpretation of a celebrity's pursuits, opinions, and daily life; autobiography is nearly always refreshing and inspirational.

An interview offers some striking opinions held by a prominent man, secured through a series of pointed questions put by the interviewer. The reporter encourages his man to detail his experiences and to set forth his views on a subject of timely interest; then he endeavors to reproduce the exact trend of the conversation. In his story he may use an "I" if he himself takes a prominent part in the discussion or he may insert the question which prompted a pungent retort. Generally, the interviewer remains hidden and allows the limelight to flicker upon the man himself.

The notebook should rarely be used. A poised pencil discourages easy freedom of speech. A retentive memory, therefore, is absolutely essential if the reporter is to give a truthful version of what has been told him. If he has, likewise, ability to write the English language with distinction and charm, his production will have the added merit of literary flavor.

Know Your Man. If called upon to interview a man, a reporter's first duty is to discover all he can about him so

as to be able to ask intelligent questions. It is certainly advisable not to duplicate the folly of a cub reporter on a Detroit newspaper who accosted John Burroughs, the naturalist, with the query, "Now, Mr. Burroughs, just what do you do for a living?" Such gross ignorance will seal the lips of a man otherwise disposed to be friendly. For instance, if a reporter seeks information from the commandant of a local air field concerning a proposed course in æronautics for the schools, or designs for an airplane contest, he informs himself first as to what has already been done, and saves himself from stupid blunders. He learns all he can about men and their activities. He reads widely. He keeps his reservoir of information full. Ignorance is the only evil spirit to fear.

Thumb-nail Interviews. The simplest type of the interview is the combination of questions and answers relating to some topic in which readers express an interest. An example:

Popping the Question

Should pupils bring cars to school?

Roma Holme, senior:

I believe it is the pupils' privilege to bring their cars to school providing they obey all the parking rules. It has been proved that they do obey commands by Principal Balzer's compliment in auditorium this morning.

Fae Polzin, junior:

I do not believe it is wrong for the students to bring their automobiles to school if they are careful in driving them; and if they respect the rights of the people living around the school; and if they live at a distance which makes it necessary for them to bring their cars. But if they live only a short distance and bring their cars only for pleasure, I think the cars should be left at home.

Ralph Wilson, junior:

I see no harm in bringing a car to school. A car is very convenient for the pupil who lives a distance from school. It is a benefit to the

> student body if used in the right manner. By means of a few simple parking rules, everything can be made to run smoothly, and everyone will be satisfied.
> — *Scroll*, Washington High School, Milwaukee

Framing the News Interview. The skill that fashions any news story may well be employed in writing the more specialized interview. Here is the chance to blend direct quotation, personal data, striking news, and useful information not otherwise accessible. A few paragraphs from a well written interview are sufficient to indicate this combination:

"I prefer American cattle cars to those of the French," declared O. S. Lehman, history teacher, in telling of his war experiences in France as a member of the ninth machine gun battalion. "Thirty-five men packed in a box car capable of holding fifteen is not the most pleasant of feelings," he continued.

After training for one month at Camp Upton on Long Island, Lehman was transferred overseas.

"I believe I walked the greater part of the distance," Mr. Lehman said, "for when we were not drilling on deck, we were called for submarine or fire drills or perhaps for medical inspection.

"Landing in England we embarked for Havre, France, to locate at the British rest camp. The only rest I got here, however, was from eating, because at that time the British rations were very low," he declared.

Not wishing to pose as a hero, Mr. Lehman declined to tell of his experiences at the "front."

One of the most interesting features of the entire trip was the menu served in the cattle car, en route to Verdun.

"The variety of food shows how every locality did its bit," he said. "We had corned beef from South America, jam from Australia, canned beans from Michigan, canned tomatoes from Maryland, and American bread made in France."

Mr. Lehman was most fortunate on his return, the trip being made from Coblenz, Germany, to his home in Indiana in 19 days, including the time necessary to obtain his discharge.

— *Black and Gold,* Cleveland Heights, Ohio, High School

Focusing Opinion. Exchanges print many opinions which may be projected into school life and made the basis of stories having a local application. A sociologist may say that cheat-

ing is always associated with inferior intellects. Such a statement, repeated by the interviewer to persons from whom he solicits comment, at once becomes the basis of a made-to-order interview of interest to everybody.

The accompanying story shows how a casual observation may be treated to fit a particular school.

Blanche Bates, famous actress, known in private life as Mrs. George Creel, said that her thirteen-year-old daughter, a pupil in a San Francisco high school, came home begging for some cosmetics because her schoolmates used them. Her request was refused. Miss Bates certainly does not approve of thirteen and fourteen-year-old girls using cosmetics and "making up" like clowns. She declares, "A clean face is the kind of face that the young school girl needs," and adds, "the schools need an epidemic of face washing and spanking."

Miss Bates appealed to the principal of the school in San Francisco, who referred her to the school board. The board, believing that it is the place of the mothers, and not the teachers, to see that youngsters use no cosmetics, refused to have anything further to do with the matter.

Out of curiosity to know what other people would think on this subject, the *Occident* has made some inquiries.

Mrs. Maude Murray Miller, of the Columbus *Dispatch*, agrees with Miss Bates in abolishing cosmetics for young girls. She writes that the mothers should take action against the use of them and not the teachers, who are trying to teach other subjects.

Mrs. Samuel Black, the founder of the Columbus Open Air School for Tubercular Children, said, "I know of no more pathetic sight than to see the face of a sweet young girl disfigured by the use of lipstick and rouge."

Mrs. Collicott, wife of J. G. Collicott, superintendent of schools, is out of town this week, but her daughter, Miss Ruth, spoke for her: "My mother does not believe in extremes of any kind and would certainly disapprove if my thirteen-year-old sister wanted to use cosmetics, but she thinks every woman has her own ideal of beauty and if cosmetics help to emphasize that ideal, it is her privilege to use them in moderation. However, she must understand her own type of beauty and apply cosmetics with judgment."

In Cleveland, the welfare organizations, the Anti-Tuberculosis League, the Cleveland Girls' Council and the board of education are trying to impress upon the girls that the natural glow of the cheeks,

and symmetrical development resulting from well-nourished bodies are much more beautiful than the painted face and boyish form of the so-called "drug store" beauties.

— *Occident*, West High School, Columbus, Ohio

The Feature Interview. Opportunities wait off the campus for interviews of national and local celebrities, with emphasis upon character study. Such articles give the paper a larger clientele and a wider outlook. About every third issue should carry such material. Here is the way a girl writer responded to the invitation to interview a charming actress. She reproduced the setting of her dressing room and built about Miss Fontanne an atmosphere of the stage. A panel head, stretching across the bottom of the front page, was used to display this feature.

By Alberta Lyons

It is a charming dressing-room in the Ohio Theater.

There are gowns, old-fashioned and modern, and a dressing table covered with small jars which remind the conscience of a caller that Miss Lynn Fontanne is a famous, successful actress who must answer the constant demands of an enthusiastic public for interviews, photographs, luncheons and "sittings," and who, in intervals, turns loose a masterpiece of acting in "The Guardsman" and "Arms and the Man."

All this, however, the visitor does not realize till later, for on the threshold stands Miss Fontanne, radiating welcome.

"Come in," says Miss Fontanne, holding out a welcoming hand and smiling graciously.

One instantly realizes that Miss Fontanne is decidedly English. Fair, beautiful, with mischief lurking in her eyes which makes her work in "Arms and the Man" so admirable, she gives the wit and discernment of Shaw full play in her performance of his romantic satire.

"The theater has been my chief delight since my childhood," she said. "I am so busy learning new plays and going to rehearsals that I have little time for social affairs, or even," she added ruefully, "a vacation. I have found time, however (and I'm very thankful), to fall in love and get married. My husband and I enjoy our work together immensely. We criticize each other's work both constructively and destructively, and we both benefit from it."

Miss Fontanne and Alfred Lunt are among the pioneers in repudiating the old idea that husband and wife cannot work successfully together. Mrs. Fiske and Mrs. Leslie Carter have also done much to smother this prejudice.

Here Mr. Lunt, handsome, youthful, debonair, enters, extends a welcome, talking to his wife in a gay, bantering tone.

"School teachers? They're the salt of the earth," he smiles. "May they wave the ruler long and successfully."

In a few minutes Miss Fontanne makes ready for her stage entrance. She is changed from a lovely, modern personality, to a romantic, fashionable lady of 1885. The bustle of her costume sails along bravely. Only the tips of her feet show; the skirt almost touches the floor. The modern girl is forgotten, and one revels in the portrayal of the hopes and ideas of an old-fashioned girl, who was not so old-fashioned after all.

After the theater one jostles out with the crowd and hears the praise of an enthusiastic audience. On the street car I hang on a strap, watch the man across the aisle yawn noisily, and after an unsuccessful attempt to reach a seat, give up, muttering, "Go on! Bump me, step on my toes, mash my new hat, do anything you please. I saw her and talked to her, too."

— *Journal*, School of Education, Western Reserve University, Cleveland

CHAPTER VIII

FOOTBALL AND OTHER SPORTS

Sports Is News. "Well, it was a great victory. What was the final score?" inquired the motorman as a crowd of happy-hearted Lincolnwood students swarmed aboard his car after the big game with Central High.

"We beat them, we beat them," exultantly cried a girl with sparkling brown eyes. "Buck Weaver ran sixty yards for a touchdown. Oh, wasn't he *wonderful!*"

"Yes, but what was the score?" persisted the motorman, as he clanged the gong to clear the track ahead.

"Rah! Rah! Rah! Rah! Lincolnwood T-i-g-e-r-s! Rah! Rah! Rah!" came the answer in a riot of noise.

"But what was —" persisted the motorman. He might as well have tried to carry on a conversation in a boiler factory. That crowd was too excited to pay attention.

There is no need to tell any live human being that sports is a peppery brand of news. Sports weaves the same glamorous spell today as it did in ancient times. It abounds in thrills, in hero worship. Two teams are pitted against each other for victory. Both play their pluckiest. Which will win? How? By what score? Will Buck Weaver break loose and race across the goal-line? You wait expectantly to find out.

You may count on the fingers of one hand at least five common factors that make stories of athletic events lively reading: (1) Struggle for supremacy, (2) uncertainty as to the outcome, (3) admiration for physical prowess, (4) spectacular plays by star performers, (5) stirring drama enacted before a crowd of excited partisans.

Unlike many other types of news narratives, the sports story sounds the note of worthy achievement under pressure of difficulties. Crime, frustration, disaster, failure — so

common to the average front page — here give way to health-building recreation. The sports page is charged with the high voltage of triumphant youth. It records success, prints the chronicle of gameness, courage, clean sportsmanship, perfected skill.

Not only do members of competitive teams learn the art of working together harmoniously for a common cause but spectators in the stands are similarly educated in things that count. Loyalty, the spirit of fair play, respect for the rules of the game are among the by-products of sports intelligently pursued. For that reason alone it deserves its popularity at the hands of students, instructors, and the general public.

It should be remarked, however, that erection of huge stadiums for college football crowds has impelled many metropolitan high schools to adopt the same policy of expansion, often through expenditures seldom justified on any other ground than desire to keep up with rival schools. Perhaps the true spirit of the game is lost in the scramble for bigness and supremacy.

Sports for Everybody. The old idea of interscholastic contests played by a small group of a limited number of crack athletes is fast giving way in many schools to a newer conception — that of mass athletics, a sport for every boy and girl. Thus classes and clubs have their own teams and compete actively against each other. Hockey, skating, archery, soccer, tennis, gymnastics, track meets, volley ball, baseball, basketball, golf — in addition to football — are now written large in the sports calendar and attract an increasing company of youthful enthusiasts. On some campuses it is not an unusual sight to see eight or ten baseball nines simultaneously engaged in boisterous play.

The school paper that would encourage and record all these newly awakened athletic activities requires the services of a staff of specialists, instead of a lone sports editor who thinks that football played by a husky eleven is the only contest deserving extended notice.

Faults in Football Stories. Close scrutiny given a number of school papers shows that the football story (almost universally printed in such publications the country over) is badly handled, both in organization of facts and in methods of literary presentation.

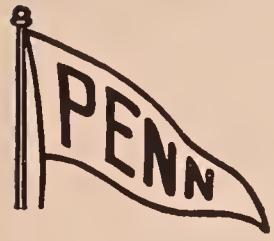
Jubilant "kidding" of the defeated eleven on the part of the sports writer, narrow partisanship, obscurity of thought, a tendency to imitate the gorgeous vocabulary of the professional sports expert, are easily found in many of these accounts of gridiron contests.

The inexperienced sports writer will do well to remember that a straight news account is usually the better form for athletic contests. This does not mean necessarily that the story must be a dry, matter-of-fact recital told in chronological order. In football, especially, there is a splendid opportunity for the reporter to display his descriptive powers.

A football game has more real human interest connected with it than any other American sport. If the reporter can put into his story all the picturesque elements of the game, the noise, color in the grandstands, exciting plays, thrilling situations on the field, no narrative in the paper will be read more appreciatively.

But the reporter must not be so carried away by his theme that the result is a long, rambling word picture which omits what people want to know, the facts; nor should he be led into the use of extravagant language under the impression that he is speaking the vernacular of the sporting page. The most skillful sports writers of today — especially those who write the accounts of major league baseball games — are abandoning the exaggerated diction once so much used by baseball experts. A study of their reports will show the amateur that these stand upon their own merits as good news stories. He will soon learn that "Crangle went off left tackle for eight yards" is much more acceptable than "The mighty Crangle, by a Herculean effort, ripped eight

PENN–URSINUS OPENING LINEUP TODAY



		Left End **OLEXY** **9** 20–5.10½–163		Right End **DONALDSON** **7** 20–5.10–155		
		Left Tackle **SMITH** **4** 23–6.01–179		Right Tackle **STRINE** **10** 20–6.00–205		
L. H. B. **MURPHY** **2** 21–6.00–170		Left Guard **MAGAI** **8** 21–5.08½–182		Right Guard **ALLEN** **2** 20–6.00–180		R. H. B. **YOUNG** **17** 21–5.09–175
F. B. **GENTLE** **23** 19–5.10½–160	Q. B. **SHOBER** **3** 21–5.09–148	Centre **WESTGATE** **5** 22–5.09½–180		Centre **ALDEN** **15** 20–5.11–170	Q. B. **MINK** **8** 21–5.09–175	F. B. **BLACK** **27** 21–6.01–190
R. H. B. **SCULL (C)** **1** 21–5.08–185		Right Guard **MONK** **7** 23–5.10½–203		Left Guard **WILKINSON** **12** 21–6.00–180		L. H. B. **JEFFERS (C)** **9** 21–5.09–160
		Right Tackle **UTZ** **6** 20–5.10–202		Left Tackle **HELFFRICH** **19** 21–6.00–180		
		Right End **BUCH** **21** 21–6.04–205		Left End **COBLE** **3** 19–5.11–180		

Averages	Age	Weight
Line —	21 3/7	187 5/7
Backfield —	21	165 3/4
Team —	21 1/11	179 8/11

Pennsylvania Substitutes —

10—SULLIVAN
11—MULLIGAN
12—BALL
13—PINE
14—WILNER
15—KUEN
16—RATOWSKY
17—BOSENBLOOM
18—SCHAINMAN
19—SCHNEIDER
20—CARREL
22—URBAN
24—JORDAN
25—JUMP
26—LOCKHART
27—MASTERS
28—OLSEN
29—OPEKUN
31—WELHAM
34—BARRETT
35—FARLEY
36—HADNOT
40—WARREN
41—WILLIAMS
42—BEAUMONT
43—GERVIN
44—KOFF
45—LOOBY
48—SMALLEY
49—STEINER

Averages	Age	Weight
Line —	20 1/7	178 4/7
Backfield —	21	175
Team —	20 5/11	175 3/11

Ursinus Substitutes —

4—STERNER
6—HESS
11—LESHER
13—CONOVER
14—CLARK
18—NEWCOMER
21—SCHINK
22—McGARVEY
24—EGGE
25—METCALK
26—DOTTERER
28—LENTZ
29—MILLNER
30—McBATH
31—WATSON
32—WATT
33—HUNTER

Referee — Ed. Thorp, De La Salle. **Umpire** — David L. Fultv, Brown. **Field Judge** — J. M. Moffatt, Princeton. **Head Linesman** — Geo. W. Hoban, Lehigh. **Game Starts** — 3 P.M.

A Graphic Way of Summarizing the Lineup and Personal Data of a Football Game. Philadelphia *Evening Bulletin*

yards through left tackle, leaving a half-dozen prostrate opponents in his wake."

In this connection, how many times have you seen these expressions on parade in sports stories:

aggregation
mentor
booted the oval
stone wall of defense
would not be denied
ripped the line to shreds
the locals
shin smashers
perished on the initial sack
talented toe
moleskin artists
blue-jersied gladiators
husky gridders
pigskin sphere
nip and tuck
annexed a victory
initial stanza
crushed to the dust
slapped out a neat single
supreme effort

Advance Dope Story. To write a reliable forecast on the transformation of a football squad into an effective eleven requires canny judgment on the part of the sports writer. Many a "smart" reporter spins fairy stories on the sterling work of individual players and the pleasant prospect of victory. The excessively optimistic yarn often displeases the coach and gives false confidence to the team.

The dope story can be well done if the reporter is supplied with facts and "quotes." Here is a fair sample of such reporting:

The Central squad will meet its third Iowa opponent Saturday afternoon at 2:30. The Thomas Jefferson high school team of Council Bluffs will be here at that time, in an effort to repeat their 27 to 14 victory of last year.

The down-river school is said to have a good team this year. They lost last Saturday's game to Lincoln, 24 to 0, but Lincoln is considered to have the best prep grid team in Nebraska, and a defeat under these circumstances cannot be readily used as a gauge of the Tee Jay's strength. Central's win over Fort Dodge has put them in a leading place in the race for state championship claims, and a victory either way in the coming game will have a strong bearing on such claims.

The Maroon aerial attack has come in for much practice during the week, and the defense against passing has also been strengthened. Rains the early part of the week forced Coach Martin to hold

LINCOLN STOPS EAST TECH, 17-16; BOWS TO CENTRAL, 32-19

Bruce, Reeves, Newcomers, Lead Weak Eastside Five As Locals Lose First Game

Opponents Small Floor Handicaps President's Immensely; "Jewboy" Tatko Leads Red and White Attack With Total of Ten Points; Substitutes Fail to Stop Sensational Rally of Cicilletto's Cagers.

CENTRAL HIGH'S tall-end Senate team proved a surprise to Coach Hayes Jenkins' Lincoln basketeers and ousted the Scranton Roaders from the Senate lead through a 32 to 19 victory at Central gym Friday. Lincoln's defeat leaves Collinwood the only unbeaten team in the major high school league.

Before the Central game, the Red and White cagers were making a fool bid for the Senate laurels by winning successive victories over East Tech and West Tech, two strong teams. But Central, featuring a revamped line-up and playing on its own small floor, stopped the local quintet and ended its own losing streak of three straight games.

Bruce, Central's former junior high flash, who became eligible for first team play Friday was the main thorn in the Central attack. The diminutive colored forward looped in seven field goals for a total of 14 points, high scoring honors of the evening.

Reeves, another newcomer in the Central line-up, also found scoring comparatively easy and caged four field goals in the last quarter when the Lincoln team cracked before a spirited Central rally.

Caging three field goals and four fouls, "Jewboy" Tatko was the only Lincoln player who scored with any degree of regularity. Clemmons and Woolfort tied for second honors for Lincoln with two baskets apiece.

Small Floor Bothers Lincoln

The fast drive and air-tight defense that were responsible for victories over West Tech and East Tech were not in evidence. The small floor hampered the local cagers to no small degree. Central's "cheerchest" gym was with Glenville's floor as the worst scholastic court in Cleveland.

Central got off to a flying start when Tucker looped a basket at the tip-off, but Lincoln fought back furiously and kept their foes on even terms till the quarter, which ended with Central two points in the van, 8 to 6.

Both teams battled fiercely in the second quarter, with Central maintaining its narrow margin. Battery by Hershowitz, Bruce and Abrams increased Central's total to 14 points, while Clemmons, Tatko and Skala boosted Lincoln's count to 11 points by a pair of baskets and a foul.

Locals Lead By Two Points

Lincoln staged a short rally in the third period and threatened to submerge Central. Tatko caged a basket from close-in, and Woolfort dropped to a long shot from the side of the floor, which gave Lincoln a 15 to 14 lead, but Bruce found the basket again for Central and the Eastsiders went leading three more at the three-quarter mark, 18 to 17.

Lincoln's team literally fell to pieces in that final quarter. Tatko's short toss was the only scoring the Scranton Roaders could do, while Reeves, Bruce and Tucker staged a scoring spree by hanging the score 14 points. The final whistle put a stop to the Lincoln rout after the Central five had amassed a 32 to 19 lead.

Central—32	G.	F.	T.	Lincoln—19	G.	F.	T.
Tucker, r. f.	2	0	4	Clemmons, r. f.	1	1	3
Brown, l. f.	2	0	4	Tatko, l. f.	3	4	10
Hershowitz, c.	1	0	2	Woolfort, c.	2	0	4
Morel, w'ds'p.	2	0	4	Connery, r. g.	0	0	0
Abrams, l. g.	1	1	3	Slade, l. g.	0	0	0
				Sarabot, r. g.	0	0	0
Totals	14	4	32	Weaver, c.	0	0	0
				Wenger, r. g.	0	0	0
				Totals	7	5	19

If You Love Warmth And Comfort, Get Into A
"Favorite Knit"
Sweater Coat Or Slipover
Favorite Knitting Mills
The Favorite Sport Goods Store
1188 W. 6th St.
Every Opps. Saturday Adjustment

SAM LIMA
Fresh Fruits and Vegetables Daily
Also a Complete Line of Staff Groceries
4807 Broadview Rd. Cor. Tuxon

Honestly
you ought to see CHISHOLM'S ANKLE
$7
"1928 Style and how cute!"
That's what the young women are saying about this new pump made of bronze shade patent leather with decoration of brown suede. Baby Louis heels. Style 4925
Others to $6 - $8.50
CHISHOLM Boot Shops
In Four of the Cleveland Stores
1240 Euclid 10408 Euclid at E. 105th
2070 East 6th St. 1846 East 9th St.

Locals Down Carpenters

Woolfort, Skala Lead Attack In Spectacular Triumph Over East Tech.

An early lead helped Lincoln down East Tech's cagers 17 to 16 on the Lincoln court, Friday, January 27.

With Clifford, Skala and Woolfort playing a stellar game, the local cagers ran up a 10 to 1 lead in the first quarter and proceeded to play a defensive game that stopped the Carpenters one point short of tying at the final whistle.

Coach Eric Calhoun's Eastsiders put on a splendid uphill fight. As halftime the count was 13 to 6, and as the three-quarter mark it was 13 to 10, the Carpenters having held Lincoln scoreless in the third quarter.

Baskets by Tatko and Clemmons in the final quarter gave Lincoln a seven point lead, but in the last two minutes of play Shafrick and Mobily caged three goals that brought the fighting Carpenters only one point behind Lincoln.

With less than a minute to go, both teams fought hard for the possession of the ball, but Lincoln finally secured it and proceeded to play solitaire under its own basket till the buzz of the final gun ended the game with the local quintet one point in the lead, 17 to 16.

Lincoln—17	G.	F.	T.	East Tech—16	G.	F.	T.
Clemmons, r. f.	1	1	3	Mobily, r. f.	3	0	6
Tatko, l. f.	1	0	2	McCollum, l. f.	0	1	1
Woolfort, c.	2	0	4	Dale, c.	0	0	0
Skala, r. g.	2	0	4	Toth, l. f.	0	0	0
Connery, r. g.	0	0	0	Shafrick, l. g.	2	0	4
Slade, l. g.	0	0	0	Nimmo, r. g.	0	0	0
Sarabot, r. g.	0	0	0	Wright, c.	0	0	0
Weaver, c.	0	0	0	Drish, r. f.	0	1	1
Wenger, r. g.	0	0	0				
Totals	7	1	13	Totals	6	2	16

Du Breuil's Challengers Start Handball Series

In an attempt to decide who is capable of meeting W. W. DuBreuil, handball champ of Paris, 1912, Norman Sharer, 10A of room 6, Charles Denihan, 11B of room 409, and George Moss, 11A of 410, have started a series of matches.

Norman Sharer was practically eliminated from the contest as a result of his defeat by both of his opponents, 21 to 16 and 21 to 14.

The first game between Moss and Denihan was won by George Moss by the score of 21 to 16.

Otto Hubsch, handball enthusiast of room 410, was decisively beaten by George Moss by the score of 21 to 4.

"Phone Mercer for Flowers"
G. A. Mercer Inc. Flowers
Atlantic 5656 2991 W. 25th St.

Faculty Bowling Team Wins From Trade School

Lincoln's five horsemen, E. L. Cookson, J. B. Soukey, C. Fluskamp, H. Cockran and R. M. Mitchell, emerged victorious from an exciting bowling contest with Trade School.

E. L. Cookson, the leader of the five, had the highest score of the evening, having an average of 544 pins for three games.

In the first game our warriors were beaten by one pin, 757 to 758. A desperate comeback was made by the Faculty quintet, so they defeated the Trade School baeby. The third game proved a walkaway for Lincoln.

Next week Glenville is encountered.

Scrubs Win Two Tussles

Seconds Have No Difficulty In Conquering East Tech, Central Reserves.

With four former freshmen stars making their debut as seconds, Lincoln's reserves easily vanquished the Central scrubs in the preliminary game, 28 to 5, Friday evening.

At no time were the Scranton Roaders in danger of losing their lead, and the tilt settled down to the question of by how many points the subs would win.

Coach Floyd Blum, freshman mentor, directed the second and started the quartet of newcomers in the first half. Troyan played throughout the tussle.

The Red and White five took the East Siders by surprise and in the quarter led 7 to 0.

In the second session Avelone found the net for three points, and Star retaliated with an easy shot. At the halftime intermission the score stood Lincoln, 9; Central, 3.

The veterans second team went in during the last half and proceeded to increase the lead set by the former freshmen.

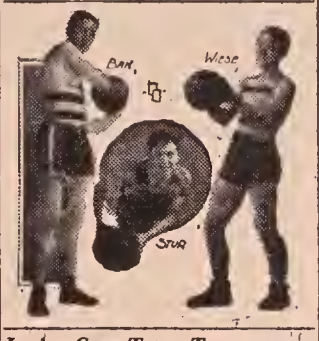
Gangeletto looped one in from the side and terminated the scoring for the East Side reserves for the evening.

Troyan and Shurl led the Lincoln five in scoring during the final period.

LINCOLN—28				CENTRAL—5			
	G.	F.	T.		G.	F.	T.
C. Huffman, lf.	1	0	2	Heald, f.	0	0	0
Bear, f.	1	1	3	Avelone, c.	1	0	2
Star, c.	0	3	3	Wilson, g.	0	0	0
Troyan, f.	2	0	4	Bitner, g.	0	0	0
Wright, g.	0	0	0	Cohen, f.	0	0	0
Plush, f.	1	0	2	Gangeletto, rf.	1	0	2
Lockard, g.	0	0	0	Chaver, g.	0	0	0
Shurl, g.	2	0	4	Fair, g.	0	0	0
Totals	11	6	28	Totals	2	1	5

Cagers Advance to Seconds

Former Frosh Basketeers Now Play With Reserve Team



Junior Cage Team Trounces South, West High Freshmen

Junior Presidents Overcome Two More Obstacles in Race For Championship Toga; P. Huffman, Standring, May, Paletchka, Revilock Form New Lineup.

Lincoln's fighting freshman cagers avenged the defeat they received on the gridiron from South, by, downing the Orange-and-Black quintet to the tune of 21 and 11, Friday afternoon, February 3. The game, the fifth straight victory for Coach Floyd Blum's championship-bound five, was probably the slowest ever played on their home floor.

Slow or fast, it brought them a step closer to the much sought junior Senate toga. Now, only next week's game with Central divides them and the flag.

From the opening whistle the Scranton Roaders swept the East Siders from their feet. Standing first found the net and made the opening score. Paletchka increased it to four with a short shot.

The first period ended with the Red-and-White cagers leading 9 to 2.

In the next session neither team succeeded in registering a field goal. Standring and Revilok made a foul shot apiece, while Bush increased the South total to 5, with three consecutive throws.

At the intermission the Lincolnites led 11 to 5.

As the final whistle blew, Hoffman looped one through the mesh and the final score stood Lincoln, 21 - South, 11.

LINCOLN JR.—21	G.	F.	T.	SOUTH JR.—11	G.	F.	T.
P. Huffman, rf.	0	0	0	Bush, rf.	1	1	3
Standring, lf.	1	1	3	Pennell, lf.	0	0	0
Paletchka, c.	3	0	2	Bullock, c.	0	1	1
Revilock, rg.	0	0	0	Price, rg.	0	0	0
May, lg.	1	0	2	Lund, lg.	0	0	0
Hoffman, lf.	1	0	2	Schaupp, rg.	0	0	0
Cody, l.	0	0	0	Mosher, l.	0	0	0
Bradshaw, l.	0	0	0				
Bay, c.	0	0	0				
Totals	7	1	21	Totals	1	3	11

Referee—Kerstens. (Continued).

With four of their best men making their farewell bow as freshmen, Lincoln's junior cage team succeeded in downing West High, Wednesday, January 25, by a 21 to 13 score.

West High made a sensational rally in the third period but could not stand the pace in the latter part of the game. The tussle ended with Lincoln leading, 21-13.

Lincoln—21	G.	F.	T.	West High—13	G.	F.	T.
C. Huffman, lf.	2	0	4	Ehlers, c.	0	0	0
Star, c.	1	0	2	McGill, l.	1	0	2
Bak, c.	0	0	0	McCrystal, rg.	2	0	4
Wenz, r.	1	0	2	Chilcott, lg.	0	0	0
Standring, l.	2	0	4	Percival, rf.	2	0	4
P. Huffman, rf.	1	0	2	Kal, l.	0	0	0
Totals	8	0	16	Totals	5	0	10

Annual Track Meet Will Be Held Soon

Coach Vollmar May Not Enter Lincoln Runners in Events At Public Hall.

The fifth interscholastic track and field meet conducted under the auspices of the Cleveland Athletic Club, will be held at Public Hall on Saturday, March 24, this year, it was announced last week by officials of that organization.

The usual program will be followed. Junior high and county school events will be run off in the afternoon; senior high and special feature college events are scheduled for the evening.

About 400 coaches of Cleveland and state schools received invitations to the meet last week. Many scholastic stars from all parts of Ohio expected to compete in the special national open events.

Under the rules of the Ohio High School Athletic Association each contestant will be allowed to enter only one field and two track events.

According to Coach Vollmar, Lincoln trackters may not enter the meet. Since they have no indoor track on which to practice, they would not be in condition.

Last year Lincoln's inexperienced two-mile relay team copped second place, Lincoln's only score of the evening.

New Electric Bell Causes Girls to Dress Hurriedly

Brr! Brr! Oh! There goes the bell and I'm not half dressed. Such are the remarks heard in the girl's dressing room now that the new electric bell has been installed.

The ringing means that the alloted 3½ minutes for dressing in up and the girls are to go to the gym. Miss Loretta Potter allows them 3½ minutes to reach the gym.

11B's, 10A's Have High Percentage in Standing

Because at the close of the girls' basketball tournament the 10A and 11B quintets were tied for first place, it was decided that the following games will be played Thursday, February 9, in a "Round Robin" tournament:

12B's vs. 11B's
11A's vs. 10A's
10B's vs. Winner (12B's-11B's)

Last semester's percentage standings were as follows:

Team	Games	Won	Lost	Pct.
10B	2	2	0	1.000
10A	3	2	1	.666
11B	2	1	1	.500
11A	3	1	2	.333
12B	2	0	2	.000

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How Cagers Stand In Senate League

	W.	L.	Pct.
Collinwood	2	0	1.000
East	2	1	.750
John Adams	2	1	.750
LINCOLN	2	1	.667
East Tech	2	2	.500
West Tech	1	1	.500
South	2	3	.400
West	1	2	.333
Central	1	3	.250
Glenville	0	3	.000

Last Week's Results

Lincoln—19 Central—32
East High—29 South—19
John Adams—46 West High—15

Amateurs Bow To Log Five

Journalists Down Keystones, Archwood Congregational, Emmanuel Luther.

In spite of strenuous competition the Lincoln *Log* basketball team succeeded in winning three games and losing only one. The quintets who tasted defeat were Archwood Congregational, Keystones, and Emmanuel Luther, while the Keystones won the lone game from the journalists.

After rallying to tie the score, the *Log* squad defeated Emmanuel Luther, 20-19, Tuesday, January 31. Every member of the team succeeded in caging at least one basket while Flash made three. Klehan, who made nine points, showed the best form among the opponents. Although the game waxed rough in the closing seconds, not one personal foul was called.

At the end of the first quarter Emmanuel Luther led by a score of 7-5. The *Log* Staff was ahead, 10-9, at the half and thereafter led by one point to the end of the game.

On January 25 John Flash and Walter Lerch played a stellar game and helped the Staff basketball five to drub the Archwood Congregational team, 30 to 27, in a fast contest.

The journalists piled up a total of 30 points to their opponents' 27 and held the lead throughout the entire encounter. This was the second consecutive triumph for the locals.

In another tussle on Monday, January 27, the *Log* boys were edged by the "Keystones," 17 to 14. Another scrimmage game was played later in the evening in which the *Log* Staff emerged the victors by a 11-6 score.

Lincoln Log—30	G.	F.	T.	Emmanuel Lutheran—19	G.	F.	T.
Flash, l. f.	5	2	12	Lerch, f.	3	1	7
Kerrod, c.	2	0	4	Jaeke, c.	1	0	2
Klehan, r. f.	4	1	9	Klehan, r. f.	3	3	9
Dunham, l. g.	1	0	2	Krueger, r. g.	0	0	0
Lerch, l. g.	1	0	2	Mosher, l. g.	0	0	0
Totals	13	4	30	Totals	7	4	18

310 Basketeers Challenge Lincoln Homeroom Teams

Basketball spirit in home room 310 is still strong. The team, composed of Willis Martin, manager and center; Gilbert Maisle and Edward Hensler, forwards; "Jewboy" Tatko, and Emil Pelzer, guards, is willing to play any home room in Lincoln. An effort is being made to secure the gym for a game with the *Log* quintet this week.

Local Cagers To Tackle West High

Clemmons, Woolfort, Gessner, Tatko, Skala Will Start Against Coach Schapp's Cagers in Contest, Friday

In spite of the fact that Lincoln suffered two first Senate reverses at the hands of Central last week, the Scranton Roaders should romp over West High Friday, February 10, on the home court.

The Blue and White five have suffered severe losses by mid-year graduations. At that time Lanning, Smith and Walton, three of their best men, left the team. Their their services are sorely missed is evidenced by the fact that the West Siders lost a 46-15 decision to John Adams last week. Not a single field goal was made by the Franklin Avenue boys to the last half of the game.

Nevertheless, in spite of such handicaps, teams are often able to make a good showing. Last year, although West High lost some of her stars, the Blue and White quintet gave the Lincoln five a sound beating.

Usual Line-up May Start

The Lincoln lineup will probably be Clemmons and Tatko, forwards; Woolfort, center; Skala and Gessner, guards. For West High, Track and Letson will start as forwards, Small, center, and Dader and Tersley, guards. Letson, who was high point man for his team in the Adams game, made eight points; Tersley made one.

The fact that the tilt is to take place on the home floor should be a distinct advantage to the Lincoln basketeers. The boys are in the habit of arching their shots, a difficult thing to do on a small floor, but easily accomplished in the local gymnasium.

Lincoln Has Fighting Spirit

The fighting spirit and the ability to stage a successful comeback of Coach Jenkin's proteges was fully demonstrated in the West Tech game. This spirit must be kept up if Lincoln hopes to emerge with West High's scalp that Friday.

If the tide should turn against Lincoln, Coach Jenkins has two capable substitutes in Strubar and Warney. They can put up a good battle under adverse conditions.

The local boys will go on the floor to avenge last year's defeat and to boost their percentage. Thus far Lincoln has won two games and lost one. Lincoln needs to defeating West High, it will be conceded a chance against the powerful Collinwood cagers, whom they meet next week.

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A Sports Page Using a Streamer

This makeup is certain to attract and hold attention by reason of its headline and art display. Note how the advertisements are grouped solidly at the bottom of the page, thus giving full play to the news.

practice at Grandview park, but drills at Gilman's terrace were resumed last night. Changes have been made in the lineup these sessions, the weak spots being strengthened by the grooming of substitutes.

Although veterans will probably be given choice in the starting lineup, the right tackle position and that of fullback are still doubtful. Others who will probably start are Hoberry and Vincent, ends; Johnson, left tackle; Siegel and Luce, guards; Soelberg, center; Brubacker, quarter; and Linfor and Piper, half.

The game will probably be every bit as interesting as the tilt with the Dodgers last Saturday. A game will be played between the East high and Sloan, Iowa, elevens as curtain raiser. This is scheduled to start at 1:00 o'clock.

— Central High *Record*, Sioux City, Iowa

Technique of the Game. The reporter should remember that the writing of a football narrative is crowded with many difficulties. Football has grown to be a highly specialized, technical contest. It is growing more so every day. Few persons indeed (other than a professional coach or a man thoroughly experienced as a player) are able to analyze intelligently a football game when finished.

For this reason, one of the most important rules for a football writer to observe — even though he is experienced — is to get in touch with some official after the game, possibly one of the coaches or some other authority, and ask him to explain matters that are not clear. It is best to make arrangements for this meeting before the contest.

Another suggestion is to secure the services of some one who knows the players of the opposing team. This man can name the players the writer does not know, thus eliminating all guess work. Most writers are too prone to believe that they can always "spot" the players of both teams, with the result that some athletes are often credited for spectacular plays in which they did not participate. Newspapermen often seat themselves in the press box, in order to give mutual assistance in identifying players.

Writing the Story of a Game. In preparing to write

the story the reporter takes notes on all details as the game progresses, but watches for the high lights, the main features around which the story is to be built. He searches for the unusual. He tries to get a clear impression of how the stars of the two teams have acquitted themselves. He watches for the breaks in the game; and when the last whistle has blown, he tries to formulate a conclusion on *how*, *when*, and *why* the tide of victory swung back and forth, and *how* the winning of the game was accomplished.

When the reporter writes his story he must carefully consider his lead. In almost every case, it should include the score, then a brief summing up of the game, and, if expedient, the play upon which victory hinged.

You will find the following types of lead sentences helpful as guides, since each succeeds in pocketing the big feature of the contest:

The score:

> Manual's 6–0 defeat of North, Saturday morning at the hilltop stadium, marked the first Bricklayer victory over the Vikings since 1910.
>
> The Norsemen displayed none of the fight that characterized them in the South game last week. Twice in the first quarter they were within the four-yard line and were unable to take the pigskin over.

Cause of victory (or defeat):

> Two field goals by Charle of Bowen defeated the Englewood gridders, 6–0, in a bitterly fought battle, at Normal Park last Saturday.

Size of crowd:

> Playing before the largest attendance of football fans who have ever witnessed a game at Duncombe Field, the Dodger's undefeated eleven whipped their ancient northern rivals, Mason City, to the pleasant tune of 19–0, Thanksgiving day. In spite of the fact that the Mohawks had played the entire season without a victory, they put up a hard fight and gave the Dodgers a battle, but were unable to stop the Dodger attack or to penetrate its defense.

Spectacular play:

> By completing five forward passes and crashing through the Washburn line for numerous gains, Central's gridders made eleven first downs and defeated Washburn 26–0 on the Red and Blue field last Friday.

Weather:

> In a steady downpour of rain that made the gridiron a slippery field of mud, a small crowd of "slickered" spectators watched the Wild Kits defeat the Cardinals last Saturday by a score of 12–0.

Hero of the day:

> Captain Dave Chizer, scoring twelve of his team's points, led the Heights' gridiron warriors to an easy victory over Conneaut last Saturday, 26–0, in the initial game of the season.

Figurative:

> Northwestern's Wildcats clawed and scratched Butler's growling bulldogs for two touchdowns and a 14–0 victory before 35,000 spectators at Dyche stadium yesterday in the opening contest of the Purple gridiron schedule. Then, to prove that he had reserve strength, lack of which has been bemoaned in Evanston, Coach Hanley sent his reserves against Roger Kiley's Loyola outfit. The reserve strength took it on the chin, 13–6.

Following the lead the reporter frequently sums up the game in a general description, citing the outstanding features. He includes the principal runs, bucks, and passes. He tries to make it a running narrative, comprehensive and vivid, after which he comments on the work of individual players, especially those who have gained such prominence as to be generally known. Readers are always interested in this phase of the contest, and it is a good way with which to end the story. A play-by-play summary is also readable stuff, though it fills considerable space.

Impressions. Short miscellany bearing on the game, including comments on the crowd, gridiron incidents, individual players, makes interesting reading in connection with the

big story. Such paragraphs may be compiled under an attractive label, such as "Sport Shorts," "The Water Boy," "Siftings." The following clipping makes the idea clear:

Sport Sparks

By Forest M. Pester

Whaddaya mean, substitutes? With a complete new eleven representing Central last Friday late in the second half, the Central score was swelled by six more points.

Despite the fact that Mel Johnson got in the way of Louis Hedges and was knocked into a backward somersault, Louis went right on for a necessary four-yard gain to make a first down in the third quarter.

Louis Ginsberg and his eight quart bottles of Chippewa drinking water were much in demand Friday. No, Louis is not studying to be a milkman, the milk carrying apparatus was just for convenience.

"Pat" Walling's brave attempt to get Mel Johnson's first heave was rewarded when he scooped the ball from the tops of the grass blades to complete the first Red and Blue pass.

It happens at least once every year. A referee gets in a Central ball carrier's way and sticks like a shadow for five or ten yards.

Eddie Du Lac gave the Millers plenty to do. He tore through them for gains ranging from five to 35 yards.

Mel Sorum did not waste much time in catching a pass and making a touchdown after getting into the game.

—Central High *News*, Minneapolis

Track Story. A track meet is an individual proposition and is perhaps the hardest kind of article to make interesting. The hundred-yard dash, the quarter-mile, and half-mile races are usually the most readable material; sometimes the relay contests make a thrilling story. If any records are broken or if one team scores, these facts are worth mentioning in the lead. Usually the account opens with a simple record of the score.

Here is a well-written track story:

Coach Guy Kesler's team of Central High track athletes in a preseason dual meet practice session defeated the classy North High squad of performers at the Ohio Stadium Tuesday, April 20, by the score of 68–49.

Bob Tittel, a veteran of many forms of athletic competition, chose to start the track season by breaking the city record for the javelin, hurling the spear a distance of 161 feet, surpassing the former measurement made by "Red" Evans, a teammate of last year, by six feet. Bob also took first place in the broad jump and third in the high jump.

Central took advantage of both means of scoring points, placing well in the dashes and winning the largest majority of the weights events. North acquired their points mostly through the low and high hurdles, the pole vaulting and the dashes.

Central was well represented by Brewer, Phelps, Tittel, Nensteil and Thomas. Brewer took first place in the 100-yard dash and in the 220-yard dash. Phelps took two seconds, one in the 100-yard dash and the other in the 440-yard dash. He also took third in the 90-yard high hurdles. Nensteil took two seconds, in the 160-yard low hurdles and in the 880-yard dash. Thomas emerged from three weight events holding first in the shot, and two seconds, discus and the javelin. Dud Stock got first in the discus and Bevin won the mile. Thus most of the points of Central were checked up.

North's flashes were Lentz, Hannum, Reese, Knavel and Doherty. Lentz entered four events, copping first in the 160-yard low hurdles and in the 90-yard high hurdles, tied for second with Hamilton of Central in the 220-yard dash, and finished fourth in the 880-yard dash. Hannum came in first in the 880-yard dash with Reese first in the 440-yard dash. Knavel swung himself the highest of the pole vaulters, and Doherty leaped to first place in the high jump and second in the broad jump.

— *Central Outlook,* Central High School, Columbus

Baseball Story. The baseball story, like the football story, is concerned with team play, and high points of the game should therefore be featured. In baseball it is not so much a matter of team effort physically as team skill, and this fact should be brought out in writing up the game. There is more opportunity for humor in the baseball story than in football. Here is the lead of a color story, told with a dash of humor:

By James R. Harrison

There were three on and two out, the score was tied and it was the ninth inning of the big game. Now, in such a setting Ralph Henry Barbour would have had the modest hero step up and slam one over the fence while 60,000 roared their acclaim of the great man.

Or if Frank Merriwell had been pitching he would have sent over a snaky curve and fanned the batter and then would have won the game himself with a hit in the next inning.

But reality is not always as glamorous as fiction and sometimes falls short. For in just such a situation at the Yankee Stadium yesterday the pitcher wound up and tossed one where no catcher has ever stopped the ball. The little white pill slithered off the glove and rolled to the stand; a runner raced in from third and the world's series was over — with the Yankees new champions in four straight victories. . . .

— New York *Times*

Basketball Story. Basketball is played too swiftly to allow the game to be chronicled play by play. In writing up this type of sports review, it is best to record the plays by quarters. A summary may be made of the score, who made the scores, the fouls and free throws. The analytical lead, telling why a team won, and the type of defense it met, is a good opening for a basketball yarn. A sample:

Holding their own in the first period and displaying a fast breaking offense in the last half of the game, the Holton Wild Cats defeated the Hiawatha Indians at Hiawatha Friday night, by a score of 27–15.

The game opened with Dale scoring on a charity toss. Hiawatha evened the count and then went ahead on free throws donated by

the Holton players. Scoring in the initial period was slow and the quarter ended with the score 6 all.

The second quarter was slower than the first with little scoring being done by either team, and with both sides playing rather roughly. The half saw the score still tied at 11 apiece.

After a talk by Coach Smith, the Wild Cats came back stronger. The second half was featured by Holton's fast breaking offense. The Wild Cats were playing their defense so well that the Hiawatha players were nearly always covered.

The Indians could not solve the fast teamwork of the Blue and White and the Wild Cats were not missing many, so the final gun found the Holton team in the lead with a safe margin of 12 points. The Blue and White made 16 points to 4 for the Indians in the second half. Captain Blossom and McKee, a Hiawatha guard, were taken from the game on personal fouls. G. Day, Hiawatha star forward, was held to three free tosses by the strong defense of the local team.

— *Holtonian*, Senior High School, Holton, Kansas

CHAPTER IX

BY-LINE STORIES

An Exciting Bullfight. One of the authors of this book will never forget his introduction to the by-line. He had been sent to report the big day of a county fair. The fair officials had announced horse races as the chief attraction of the afternoon, but in the effort to bring out a crowd had decided to put on an additional spectacle, a real Spanish bullfight.

Ed Shaw, a young farmer, was to be the proud toreador. Mounted on a raw-boned nag he was advertised to meet a fiery bull in deadly combat, and at the end dispatch it with one thrust of his sword. Promise of such exciting sport filled the grandstand with noisy spectators, and incidentally brought Al Dunlap, the county humane officer, hurrying to the race track, determined to prevent cruelty to animals.

To tell the story briefly: Everything went wrong. First, Ed fell off his horse; then the "savage" bull refused to charge his "tormentor" with lowered horns, and continued to munch grass. Finally, some barking dogs decided to chase both the horse and bull, with the result that the nag ran away and threw Ed Shaw over the fence. Aside from a little trotting exercise, the bull's philosophical calm was not disturbed by the proceedings; but the spectators angrily demanded return of their money. Al Dunlap, humane officer, never got into the picture at all.

The story of the bullfight began at the beginning and ended with the climax, Ed Shaw's somersault and disgrace. The narrative sped along easily, adding description, characterization, and byplay. It kept up the suspense until the final moment.

When the reporter picked up the paper next morning, he experienced one of the thrills of his life. On the front page, under a two-column head, appeared his story, with his name attached as author. The by-line! True, some improvements in wording and sentence structure had been supplied by the copy reader. Substantially, the story was printed as written.

Why did the description of this burlesque bullfight earn a by-line and front-page position? Probably because the low comedy of the affair tickled the funny bone of the reader; also because the reporter had succeeded in breaking away from conventional grouping of facts and had described the bullfight with some suggestion of freshness and originality. No essential information had been sacrificed. Names, setting, concrete particulars gave proof that the story was true. The writer's purpose, however, was primarily to entertain the reader, rather than hurl solid facts at his head.

Probably makers of such diverting human-interest narratives would warmly endorse the point of view expressed by Washington Irving, who has brought delight to many readers through his whimsical sketches. He writes:

> If, however, I can by any lucky chance, in these days of evil, rub out one wrinkle from the brow of care, or beguile the heavy heart of one moment of sorrow — if I can now and then penetrate through the gathering film of misanthropy, prompt a benevolent view of human nature, and make my reader more in good humor with his fellow beings and himself, surely, surely, I shall not then have written in vain.

A Dog's Funeral. Suppose, now, we turn our attention to another type of story, one recording the death of a Scotch terrier and how he was honored by a military funeral. A member of the Boy Scouts troop told his father about the tragedy and the burial. The father relayed the information to a young reporter. Hence the accompanying signed story:

By Joseph Ator

Jock is dead, but the grief of Troop 23 of the Glencoe Boy Scouts at his passing was softened today by the knowledge that he had a burial fully fitting his rank and honor as a warrior.

Jock was a Scotch terrier, one of those alert, shaggy little black fellows with a ferocity in battle entirely out of proportion to his weight and his ludicrously long wheelbase. His legal title and principal affections rested with Col. Louis Waefelaer, scoutmaster of the troup, but he belonged as well to every boy in the troop, whose mascot he was.

Saturday several of the boys took him with them on a hike. Jock trotted gayly ahead, eyes bright with the prospect of a fight or a frolic with an Airedale which he sighted across the road. But he failed to see the speeding automobile, which left him a crumpled, convulsive bundle in the road.

The scouts carried him to the side of the road. He licked the hands with which they laid him down, snapped once at the antagonist whom he couldn't see thru dimming eyes and died.

The boys carried him back to his master. Col. Waefelaer was about to bury him in the rear of his home, when they intervened. Jock, as a member of the troop, should have a more formal funeral.

At church yesterday some of them spoke to Rev. John K. Coolidge rector of St. Elizabeth's Episcopal church. Their earnestness convinced him that there was nothing unseemly about his officiating at a dog's funeral.

He came, and addressed the whole troop, drawn up in uniform beside the grave. He told them of the lesson which they might draw from the faithfulness and courage of Jock.

Then, with the troop standing at salute and the bugler sounding "taps," Jock was lowered to his grave.

— Chicago *Evening Post*

Reading of this little masterpiece indicates that in some ways it resembles the structure of the short story. Dominant tone is maintained throughout the narrative. Not a single verbal discord mars the dignity of the description. The story moves quickly to its goal, the lowering of Jock's coffin into the grave. The reporter attempts no moralizing. He aims rather to portray a dramatic situation and to create sympathy, not by means of words ingeniously arranged but

by faithfully setting down little impressionistic details that blend into a vivid prose picture.

Sources of Feature Material. "What shall I write about?" is a question that assails almost every reporter as he sets out to produce a feature story. The idea is the important thing; without it composition of any kind is a waste of words. A few hints are herewith offered to the amateur as he sets out to gather material.

Observation and Investigation. Choice feature material is unearthed by observation as you go about covering some regular news beat assigned you.

So many ambitious writers think of the remote, abstract, unrelated thing as the interesting thing. They are like the deck hand swept from a freighter in a gale. Struggling for life in the very middle of Lake Erie, so the story goes, the man finally clambered aboard a piece of wreckage. For two days and two nights on that floating raft, he suffered the pangs of hunger and thirst. On the morning of the third day he was picked up by a passing barge. As his rescuers bent over him, he cried in anguish, "Water! Water! Water!" Amazed, a sailor threw a bucket overboard and drew it up brimming with water, which the deck hand drank eagerly. And yet he had been within easy reach of that water all the time.

Whether writing for a school newspaper or for a more pretentious publication, the challenge to seek and to find within the boundaries of one's own home town and one's own experience should not go unanswered. A little poem sums up the matter rather neatly:

He wrote of lords and ladies,
  A king filled him with awe,
He wrote of countless millions, —
  He lived in Arkansas.
His tales indeed were many,
  His sales, alas, were few,
He wrote of things he read about,
  And not of things he knew.

The following story of the death of the last of the czarinas combines investigation with painstaking observation.

By Arthur Stratton

Old Russia is dead. Marie Fedorovna is dead. The czarina, last of the Russian rulers, was buried in the Roskilde Cathedral in Copenhagen on October 20.

Last week memorial services were held for the old empress, once a Danish princess, at Saint Alexander's, Washington's only Russian Church. The ugly, squalid little house, one of a row of red brick structures, is hidden away in one of the poorer sections of the city. The service was held at high noon on Sunday, October 21.

As I entered a small taper was handed to me by a stocky, bearded old man, whose sad dark eyes, moist with tears, gleamed in the dimly lighted hallway.

The church was draped in black and white cheese cloth. More costly cloth would have been beyond the means of such a humble parish. Holy pictures and portraits of some of the former czars covered the walls. A simple altar stood at one end of the room, on which stood a large candle in a brass stick and an icon depicting the Madonna and Child.

A small group of men and women stood in one corner of the room, singing unaccompanied by any instrument; this was the choir.

The priest, robed in vestments of white and black, stood before the altar, swinging a censer. A small blond boy with great sad eyes, dressed in white and red, attended the priest.

The chapel was silent, save for the chanting of the priest, the choir, and an occasional creaking floor board, which gave as we knelt. I understood no word of the Russian service, yet I got the underlying meaning, and was sad. That was all.

I went out, exchanged greetings with a few persons I knew. No one spoke of Marie Fedorovna, but these were the only ones who really mourned the death of Russia's once mighty empress. Alas for the glory that was Russia. Old Russia is truly dead.

— Central *Bulletin*, Central High School, Washington, D. C.

A reporter on a Milwaukee paper, assigned the courthouse run, encountered the record of a suit for damages brought by a man against a real-estate firm from which he had bought a lot. That item in itself is not alluring. Investigation developed other facts. The writer presented

them through the medium of bright conversation, quick marching sentences, frequent paragraphs. Here again suspense holds until the final period.

By Tom Vickerman

One day recently Mrs. Charles Budd of Wauwatosa said to her husband: "Charlie dear, I'd like a new house."

"All right," said her husband. "What kind do you want?"

"Well," said Mrs. Budd, "I'd like a house with a tree in the back yard."

"All right," said her husband, "we'll build a house."

So they bought a new lot and started to build their new house. When it was finished they moved in and lived happily for almost two weeks.

And then one day a stranger came to the door. The stranger said: "It's a fine house you've built here."

"We like it," said Budd, pleased.

"There's a fine tree in the back yard," added Mrs. Budd.

"It's too bad," said the stranger, "but the tree belongs to me. And so does the lot. And I wouldn't be surprised if the house did too!"

"You're crazy!" shouted Budd.

"We'll look up our deed." threatened Mrs. Budd.

They did look up the deed. The deed showed that the Budds owned a lot — but it was the lot adjoining the one they had built their house on.

Today Budd filed suit against the real-estate firm that sold him the lot, for the costs of moving his house on to his own lot. Budd claims he bought a lot with a tree on it. The real-estate firm says there was no tree and that Budd instructed the contractor to build on the wrong lot.

John P. Sadler, 4356 Pabst ave., owner of the disputed lot, consented to the removal of the house, which might technically be considered his property. But Mrs. Budd is sad — because the new lot has no tree in the back yard.

Official Records. Investigation of rather uninspiring official records may disclose stories of wide interest. Routine sources of news, such as class lists, classroom activities, and grades of scholarship, may prove a fruitful field for the enterprising reporter. This sort of "original research" is quite different from the job of compiling matter-of-fact brevities,

since little hint is given the reporter in advance. Like a pointer dog, he must find his covey of news in the underbrush of the commonplace, perhaps in the school directory, within a card index, possibly buried in some lengthy, statistical report. When he gets the scent of the story he wants, the task of following it to its conclusion becomes relatively easy.

The story attached herewith shows how the reporter used the axiom, *Names make news.*

By Mildred Chaffee

So singeth we now to the tune of the Funeral Dirge. Alas and alack! Woe unto us for the fair name of Mary is slowly fading out of existence to be replaced by the prettier name of Margaret, alias Mag or Peg, whichever you prefer.

Would you actually believe it? There are approximately twice as many Margarets in this school of ours as there are Marys. Just glance at this list and see if your name is here (if your name is Margaret). Of course we can't write all the Margarets' names down here, but this will give you some idea of them.

Margaret Anderson, Margaret Burns, Margaret Devine, Margaret Dowd, Margaret Donovon, Margaret Egan, Margaret Gyana, Margaret Golia, Margaret O'Milia, Margaret McCormick, Margaret Mahoney, Margaret Moran, Margaret Strauss, Margaret Sweeney, Margaret Vasas, Margaret Wright, Margaret Eaton, and Margaret Graveson.

You see we have all types in B. H. S. Some are thin, some fat, some are blonds, others brunettes (or maybe red-heads), some are tall, others short, while some are "the happy medium," some are serious, others are happy-go-lucky, but they are all very nice girls of that you may be sure.

Oh! we beg your pardon boys! We really didn't want to slight you. What is the most common name among the boys? Well, let's see. Yes, it is John. How many Johns are there all together in the school? We don't know for sure, but we do know that in one session room alone (it happens to be 323) there are seven Johns, and think of all the boys' session rooms there are! But never mind, boys (this is exclusively for the Johns) John is a fine old name. There were some fine Johns in the past, and there will be many in the future, and we know that those today are just as nice.

— *Criterion*, Bridgeport, Connecticut

Visits and Excursions. Members of the class in feature writing in the Medill School of Journalism visit during the year various local institutions in quest of copy. Each writer listens to explanations by official guides, then seeks specific information on some outstanding feature that seems to offer material for a story.

For example, twenty amateur scribes recently inspected the central plant of the Bell Telephone Company. They saw the switchboard in operation, chatted with the supervisors and "hello girls," found out about proposed changes in telephone equipment, then came back to their typewriters laden with copy. One of the stories written on this trip follows:

By Ralph Noel

Evanston phone girls are pleased with the new "sunshine board" recently installed at the Evanston office of the Illinois Bell Telephone company.

"We're always looking at the board," says one of the supervisors.

You see, whenever a central receives a compliment from a patron, she notes it down, and the tribute is typewritten on a neat little card which is posted on this large board in the lunchroom of the telephone office.

The scheme has been in operation since June 27, and already there are twenty-two cards with praises for prompt service, intelligence, good voices, patience and courtesy.

This compliment-sharing plan has interested the girls, who now try their best to earn a card of introduction to the mutual admiration society.

"The first day the cards were posted on the board, you could hardly get near it for the crowd," says J. M. Kimble of the traffic department. "Besides, this idea of broadcasting compliments has a good effect on the girls. It gets them to work in a positive way. They have something to work for, instead of merely avoiding complaints."

Phone girls in Evanston have reacted so favorably that other Bell telephone offices are trying the plan. An order has been sent to the Western Electric company for more of these sunshine boards with their margins of enamel bluebirds.

F. A. De Puyster, general traffic manager for the state area of the

Illinois Bell Telephone company, suggested the sunshine idea, and the Evanston office was the first to work out his experiment.

— Evanston, Illinois, *News-Index*

Personal Experience. Another rich storehouse for feature stories is personal experience, closely allied to observation and investigation.

Every person knows something that will instantly command alert attention, if it is nothing more than the recital of how a big fish got away. A metropolitan newspaper recently published a series of articles relating the experiences of Colonel Charles A. Lindbergh on his record-making flight across the ocean. Another newspaper told the adventures of a high school student who made a tour of England on a bicycle.

Still another story swung around the adventures of a girl who served on Saturday as a clerk in a big dry-goods store. The article was entitled "Something?" an inquiry directed toward prospective customers as they stopped in front of her counter. The use of the personal pronoun *I* heightened its appeal.

If one's experience has taught him how to do anything preëminently well, obligation rests upon him to tell others. No person has any right to bury a useful bit of information gleaned from his own life. He needs a megaphone attachment that will proclaim it to his friends. Compiling personal experiences should become a fascinating art, because the writer is reënacting a dramatic rôle in which *he* is the hero.

The attached signed "experience" is typical of this sort of feature. It is objective in its point of view, and early in the story the basic fact snaps into place.

By Hazel Barney

Have you ever played nurse girl for one of the neighborhood's "perfect babies"? If you haven't, you've missed a lot, and perhaps it isn't your fault if fate has favored you (so far).

Early one Saturday morning Mrs. Brown phoned to ask if she

might leave her two-year-old son Bobby at our house while she made a trip to town. And as luck would have it, mother consented after explaining that, although she wouldn't be home, I would be delighted to take care of him.

When I answered a knock at our door, Mrs. Brown deposited the sleeping infant in my arms with a promise to be back in an hour or so. She further confided that she thought Bobby would sleep peacefully until her return.

No sooner had the door closed and I, with cautious steps, had withdrawn to the bedroom with my charge, than his eyes flew open and he let out one long, loud squall. His deep, throaty shrieks lasted for nearly 15 minutes with just enough time between each for a deep breath.

Bouncing, gentle patting and pats (not so gentle) did not help at all. Finally the noise subdued a little and the shrill cries became a steady whimper. I gathered him into my arms and planted myself in a rocker with the firm resolve not to budge until I had put him to sleep once more.

Humming, singing, whistling, rocking, nothing would put the child to sleep. I changed the song, the angle of the rocker by the window, and I even stopped singing (thinking that perhaps my voice wasn't all it should be for crooning lullabies) but to no avail.

An inquisitive hand snatched at my imitation pearls — rip — they scattered to the four corners of the room. Slap — and then a howl. Bobby decided this was a new game and immediately began pinching my cheek and then he made a "cunning" little scratch across my chin. Indeed, we were getting along quite well (at least he was quiet).

After a few more pulls, scratches and twistings of my features to suit his baby fancy, I settled him on the floor and began to wind the phonograph. Smash went a choice bit of china as his baby fingers twined themselves in the lace-trimmed scarf and jerked it from its perch. Tear — no less than 15 pages were torn from my leather volume of Kipling's poems.

Hurrying as much as possible, I adjusted the needle prior to starting the record, but baby sat quietly, watching me closely. But no sooner had the first sweet strains of the waltz floated out than his mischievous fingers were busy again.

This time he drew a number of records out of the music cabinet and one after another with lightninglike speed he smashed them against the chair. Angry and sick with despair I snatched him up and bounced him into a rocker and once more proceeded to put him to sleep.

I rocked furiously back and forth and sang, or rather shouted, at the top of my voice until he finally did drift into slumberland.

Just an hour had passed! But what an hour! I was aroused by a knock at the door and Mrs. Brown quietly slipped into the room and with a nod gathered her son into her arms.

"I knew he'd sleep all the while," she murmured. "He isn't any bother at all." And with another nod she passed through the kitchen door.

I couldn't say a word. All I did was gulp and smile twistedly back at her. How thankful I was that she had not seen the debris scattered all over the living room floor. As I returned to straighten up what was left of the room I solemnly vowed never to take care of another "perfect baby."

— *Lincoln Log,* Lincoln High School, Cleveland

The Confession Story. The confession story, unlike recitals of personal experience, is not primarily concerned with action, nor does it present information on how a thing is done. A "confession" is an intimate record of personal life, felt by no one else except the writer and probably observed by no one else. It is a kind of diary of one's inner life and often is so intimate that it is unsigned.

To be interesting this revelation must be an honest expression of ideas and feelings. Stories of childhood, of "embarrassing moments," of homesickness, of long trousers and grown-up clothes are suggestions about which many young people have a story to tell — a story which, perhaps, reawakens kindred memories in the minds of readers. Older persons might write the same kind of reminiscence about their first jobs, their college days, their first disappointment, and their greatest happiness.

A personal, informal style makes a "confession" convincing and real. Take the reader into your confidence; bring in details that show your own point of view, but don't indulge in self-pity. It is better to laugh at your foibles than to think of yourself as misunderstood and abused.

The first sentence of the story should set the tone for the material that is to follow. It should lend a personal, con-

fidential aspect, and should not delay the announcement of the writer's purpose. The coming story, as originally written, started with "To be marked thus among the unfortunate few is one of the greatest tragedies of human life." Such a general, impersonal statement is entirely out of keeping with the rest of the story. Here is the account as finally revised:

By Edythe Louise Dixon

One of the greatest tragedies of human life is to be a red head. I know through sad experience. From earliest kindergarten days, a "red head" is exposed to the jibes of his or her associates and to the taunts of the older grammar school children. For the first four years of my life I had led a tranquil existence — unaware that my lot was so much worse than that of my playmates. But after I entered kindergarten, I was never again to be in doubt on that point. For the children there, cruel little savages, knowing that my orange-red hair was the weak spot in my armor, seemed to take an especial delight in making my life miserable.

At first I was shamed almost beyond the point of endurance that I should carry with me always such a stigma of disgrace. Had I been a little older I might have felt much as Cain must have felt as he slunk about from place to place with a tell-tale brand on his forehead — except that I knew not what sin on my part had warranted such dire punishment.

As the term "red head," "sorrel top," "red-headed woodpecker," and all the rest with similar meaning and intent grew more familiar, my shame gave way to a gnawing, burning rage. I soon found that counter-retorts only called forth a greater deluge of arrows, so I adopted the policy of assuming a nonchalance which, however, only irked my tormentors to more heinous acts.

So many, many times did I go home weeping over the cruelty of Fate that my poor mother took me out of public school, hoping to spare me some of the misery which my childish imagination and self-pity pictured.

If a red head goes to the circus she is singled out as the one at whom the clown directs his "wisecracks." When a theme is read in class it usually describes the ugly country girl as being red-haired and freckle-faced. Red heads are accused of being hot-blooded, quick-tempered, choleric, and a hundred and one other equally undesirable things.

How many of you remember ever having heard of a sweet, red-

haired heroine in a play? Never have I heard of one. Always the heroine is the possessor of "glorious golden tresses" or "raven locks" — but seldom is she a "strawberry blonde."

And so my life continued — my self-respect falling lower and lower — until at last I joined the ranks of the famous Titian, who can claim as his disciples about ninety-nine and forty-four one hundredths per cent of all red heads. He it was who lifted us from our degraded position to a spot of eminence — yea, even envy. Titian, the liberator of the oppressed, the Lincoln of the down-trodden red head faction. No longer are we merely red heads; we are the proud possessors of Titian hair. What matters it that every conceivable shade of red, from vermillion to burnt orange, is termed "Titian" by its proud wearer? What matters anything since Titian introduced the red-headed woman into art! 'Tis true that women whom he paints have hair that is glorified by the illusion of an artist's poetic imagination — but still, they are red heads. So, vice versa, we who are red heads have Titian hair. Q. E. D.

Since the beginning of this era of Titianism, fat, pudgy women have dyed their straw-colored locks red — horrible yet rather fantastic. Girls with black hair have applied a henna rinse and the result, in most cases, has been a dusty black. Blondes, too, have joined the ranks. With the aid of "golden-glint" they have become Titian blondes. And one sees even grey-haired flappers who have mistaken the henna bottle for the fountain of eternal youth and are patterning their lives after that of Edna Wallace Hopper, once an actress and now a high priestess of beauty at so much per treatment.

But back to the subject of red hair. After all my attempts to convince you and myself that red hair is justifiable, I must confess that I'm an utter failure. For I still abominate red hair. Now, I ask you, what is a poor woikin' girl goin' to do about it?

— *Daily Northwestern*

Seasons, Holidays, Anniversaries. Seasons of the year, holidays and anniversaries, birthdays of great men, recreations, pastimes, and picturesque gatherings often furnish just the hub of interest necessary for a story. The writer has a subject fashioned to fit his hand; his task of elaborating the material is relatively simple.

The following story catches the spirit of a Christmas party:

By Dorothy Phillips

Santa Claus and mistletoe at a faculty party! It does sound inconsistent, doesn't it? But it's true, 'cause we were there, and of all the sights we saw! You know, teachers are people, really. They laugh and cut up capers, just as the young ones do.

We had carefully warned ourselves beforehand not to be boisterous, and to behave like a lady, because you must remember we were going to a faculty party. We arrived early, as all reporters do, and were met at the door by an individual who insisted on placing a red paper cap on our head. Personally, we didn't like the childish idea, but when we saw our principal, dean, organist and class director donning them, as if they enjoyed it, we decided to wear ours. When in Rome, do as the Romans do, and that sort of thing, you know.

The party was held in the girls' gymnasium, which had been transformed into a Christmas bower by Miss Olga Hatley and her stagecraft boys.

Some teachers, we found, are very fond of mistletoe, or perhaps it's the sentiment associated with it. One tall member of the faculty waited vainly under the tiny sprig which hung from the doorway, for a shorter member of the faculty. She even had a chair ready for his convenience, and he failed to appear! Not to be daunted, she placed her chair under a more conspicuous sprig and there remained until the members of the boys' quartet caught her unawares and carried out the old-fashioned custom — all four of them at once. Oh, how we did laugh!

Did you ever see the tiny Miss Myrtle Clancy dance, the dignified H. H. Ryan fiddle, or the reserved Ward H. Green recite an original poem? We did, and they did, last night, and there were other numbers to add to the enjoyment, too.

Part of the honor of the marionette dance which Miss Clancy gave went to the small daughter of S. S. Orman, who was greatly attracted to the dolls Miss Clancy carried. A tiny, curly-headed tot in white, whose chubby legs tried to keep up with the tripping steps of the dancer, she showed no embarrassment whatever when the lights were turned on at the close of the dance. And she got the dolls, too!

Well, we enjoyed our faculty's party, and we hope they will have another soon, so that we may be able to see our teachers at play, again. Here's to another faculty party which has to be covered for the paper!

— *School Life*, Central High School, Tulsa, Oklahoma

Exchanges, Magazines, Books. Every school newspaper receives each week a bundle of exchanges. These paper travelers from distant cities bring many hunches for by-line stories, if a writer will only accept them and put them to work in his own territory. A good idea is the important thing. Given that, a reporter can adapt the idea to fit his own school community through introduction of local names and particulars. As he reads these exchanges, he should clip various stories and take note of interesting topics suitable for by-line treatment. This suggestion holds equally true in reading newspapers, many of which print stuff that may easily start the mind of the school reporter on a profitable mental excursion.

Magazines received in the school library — better still, available at home — are also exceedingly serviceable in adding fresh facts to the working capital of the writer. If he has imagination and an eager mind, the reporter will soon gather dozens of ideas of great value in fashioning articles for print. Books, also, are granaries of dependable information and furnish the writer with the background necessary to complete understanding of any situation and event. Most of us know very little about anything. That is the reason we should seek the coöperation of a library, so that our own inadequate knowledge about life may be reënforced and clarified.

Often critical study of books may develop ideas for a readable resumé. Here is a little story about an old literary friend:

"What the well-dressed man should wear" is not described in the contents of the "Gentleman's Magazine" for the year 1759. Instead the worthy gentlemen of that age feasted their eyes on poems, history, essays, book reviews and dramatic criticisms, which filled the pages of this venerable periodical.

A bound original copy of the magazine for the entire year 1759 was brought to Miss Bess Farrell's fourth-hour VIA English by Harry Gage Hunt, junior, during the study of the life of Samuel Johnson. The 169-year-old volume contains a book review of

"Rasselas, Prince of Abyssinia," which is of interest to the English VI classes because "Rasselas" was written by Doctor Johnson.

Despite the lack of such advertisements as "The latest styles in red silk breeches at Jacoby's," and "I'd walk a mile for an English stew," the 15,000 or so gentlemen got their "tu'penny's" worth reading essays on "Affection," the "Allegory of Wit and Learning," and "The Sad Fate of Aningait and Ajut," which, along with the "Chronicle of the Revolutions of a Garret," were as popular in the coffee-houses of London at that time as a "Police Gazette" now at a flapper party.

— *School Life*, Central High School, Tulsa, Oklahoma

Interesting People. Visitors from distant cities carry many an engrossing story in their kits, once the school reporter applies the proper questions and knows how to weave the strands of fact and comment into an attractive fabric.

Note how the following story escapes the limitations of time and place, how it assembles high lights, direct quotations, apt examples, and striking information into an inviting array.

By Fritz Metzger

"As in the case of 'The Better 'Ole,' a vast battlefield may be nothing more than twelve square feet of back-drop with small toy armored automobiles drawn mechanically across in front of it," asserted Malcom E. Moran, brother of Frank G. Moran, who visited at the school en route from Hollywood to Seattle for a vacation. Mr. Moran for the last two years has been connected with various moving picture studios in Hollywood in the capacities of both title writer and scenario writer. He was, therefore, well qualified to speak on the mechanics of fakes in the moving-picture world.

"There is a real setting about seven feet high in front of which actors perform. The camera is set in front of this and fastened very solid. Then a very pure plate glass of a desirable size is fixed a short distance in front of the camera between it and the actors.

"A line is sighted from the lens of the camera to the top of the real setting. The spot where the line goes through the plate glass is marked. A line is drawn parallel to the top of the setting through the sight mark.

Tinsel for Auto Lights

"Below this line the space is left clear so that the camera can catch the movements of the actors. Above the line is cleverly painted

the setting upon which or in front of which there will be no acting. This is done so cleverly sometimes that the untrained eye cannot possibly detect the difference.

"Sometimes an endless belt with miniature autos on it is wound in front of the painted glass. A light is shown on these autos so that tinsel used for headlights will reflect the light and thus appear real."

Mr. Moran also described the process a story goes through before it is handed to the directors.

"The novel of some author is selected by the producers and handed to an adaptation writer. He writes the story over to adapt it to the screen and the actor who will star in it. Then it goes to the continuity writer.

"He writes it scene for scene, at the same time describing the actions of each actor and the position of the camera."

Specimen of Scenario

Here is an example of a possible story after the continuity (sometimes called scenario) writer has gone after it:

Scene

36 Close-up. John and Mary.

Mary frowns at John as she says: Title "Go home! I hate you!"

Back as Mary finishes title.

37 Medium shot. Library.

John leaves Mary, picks up hat and starts for door. Mary follows him.

38 Etc.

"Back as Mary finishes title" means that the finishing movement of Mary's lips is shown after the title has been shown.

"The title is the discourse that is printed, or appears to be printed, on the screen in connection with the movie," explained Mr. Moran. "Some men in the movie game make a speciality of writing titles. The director has the last say in how a story shall be acted and can change the scenario as it was handed to him by the continuity writer.

Negatives Closely Guarded

"After a negative has been developed, it is closely guarded against destruction because it is the only security for all the money that was expended on the film. The negatives are sent to New York to be printed, heavily insured of course, after they have been cut to

the proper length. Hundreds of prints are made and divided among the key cities where each company has its exchange. The individual theatres engage the films there."

Malcom E. Moran went to Hollywood in September, 1926. He was desirous of writing and got the chance. His latest scenario was "The Carnation Kid," written for Douglas MacLean. Other scenarios which he prepared were "The Butter and Egg Man" for First National Pictures and the "Last Warning" for Universal. For "The Coward" he wrote the titles.

— V-A-R-D-A, Moran Junior College, Atascadero, California

A Feature Story Defined. The purpose of the feature story is to provide interest through its manner of presentation and not necessarily through the significance of its facts, as in a news story. The feature story approaches events from a different angle from that of the news story and seeks out the sidelights and shadings that give human appeal. To do this it utilizes all the accessories of the short story, suspense, description, dramatic situations, character portrayal.[1]

The time element which determines so markedly the value of a news story is not so important a factor in the feature story, although timeliness and seasonability undoubtedly improve it. A story built around Hallowe'en should be printed as close to that date as possible to insure public response, but the zest of it is seldom destroyed within the span of a single day.

If the writer decides to elaborate the *who* in the news, the result is a personality or biographical sketch; if he plays up the *what*, the product is a fact story often laden with statistics; *when* converts the narrative into a historical survey or a forecast; *where* makes it a locality sketch, sometimes an exposition of geographical flavor, while *why* furnishes the basis of a yarn in which mystery plays a part, or *why* at times may result in scientific exposition. These five *W*'s, we have discovered, are all found in the newspaper lead; in

[1] The art of the feature story is more fully discussed and illustrated in *Chats on Feature Writing*, by H. F. Harrington (Harper).

the feature story the arts of the craftsman are employed in weaving together the most inviting of them.

In addition, *how* presents many opportunities for similar skillful treatment; witness the description of "How Uncle Sam Counts His Children," a story of the census, which appeared recently on a feature page. The story was well supplied with illustrations which gave it added appeal.

Special Columns and Articles. Contributions written by men who have made a notable success in some business or profession add variety to the newspaper's offerings. Let these men write under their own signatures. Usually fathers and board members may be prevailed upon to set down their views on some striking aspect of current news.

Teachers also may have places reserved in the newspaper wherein they may speak to the entire school. Perhaps once a month different departments of school work may be described in special feature stories. The work of the boys in manual training, a review of the football season, a science page, a birthday anniversary number, an aviation number, an alumni edition, an April Fool imitation of a sensational newspaper, a senior "Who's Who?" supplement, are pertinent suggestions for the making of such special feature numbers.

CHAPTER X

COPY READING, HEADLINES, MAKEUP

Work of the Copy Reader. If all reporters were scrupulously correct in preparation of copy, supervision by the deskmen would be unnecessary. But unhappily many writers punctuate carelessly and are notoriously bad spellers. Like Tennyson's brook, their sentences sometimes run on forever. So the copy reader must sit in judgment over their stuff.

Here is a bungled name, a wrong initial, a violation of office style, an incorrect street number, a statement that reflects on some one's reputation. The copy reader must know and catch these errors. It is his business to save the hurried reporter from stupid blunders, to protect his paper from blunt criticism. No excuse ever wholly wipes out the printed mistake; it stares at the news editor like an accusing specter.

Some reporters regard the man who edits their stuff as a copy butcher; in time they realize he is their guardian angel. They will do well to study the corrections he makes in their stories.

For instance, consider this item written by a cub reporter. Words set in italic type — parts of his original copy — have been removed by the copy reader as clogs in the story's progress. Read the story carefully, omitting canceled words in italic type, and you will discover new firmness and clearness:

Superintendent *of Schools* Charles C. Baldwin *slipped and* fell *down* on the ice-coated steps of his home *at* 6128 Wyandotte Avenue *at 7:30 o'clock* yesterday morning and sprained his right ankle *very badly*. He refused to reënter his home and in spite of the

great pain *which he suffered* rode down town in his automobile. *However*, he had to be assisted into his office. He said *that* he intended *only* to read his mail and *to* transact some urgent business *matters* before returning *to his* home.

But a skillful copy reader does more than eliminate repetitions and minor blunders. He invigorates, strengthens, reconstructs. With swift precision he brings a buried feature into the foreground, repairs a dangling sentence, or blends it with another paragraph. Under his watchful care the story rounds into form and beauty.

A copy reader on the school paper must have the complete confidence of student and instructor. He should be promoted to the desk after a year's experience as a reporter. Before he can judge others' work, he must first be able to write a readable story himself. To insure accuracy, his work should be passed upon by the chief copy reader, usually the instructor.

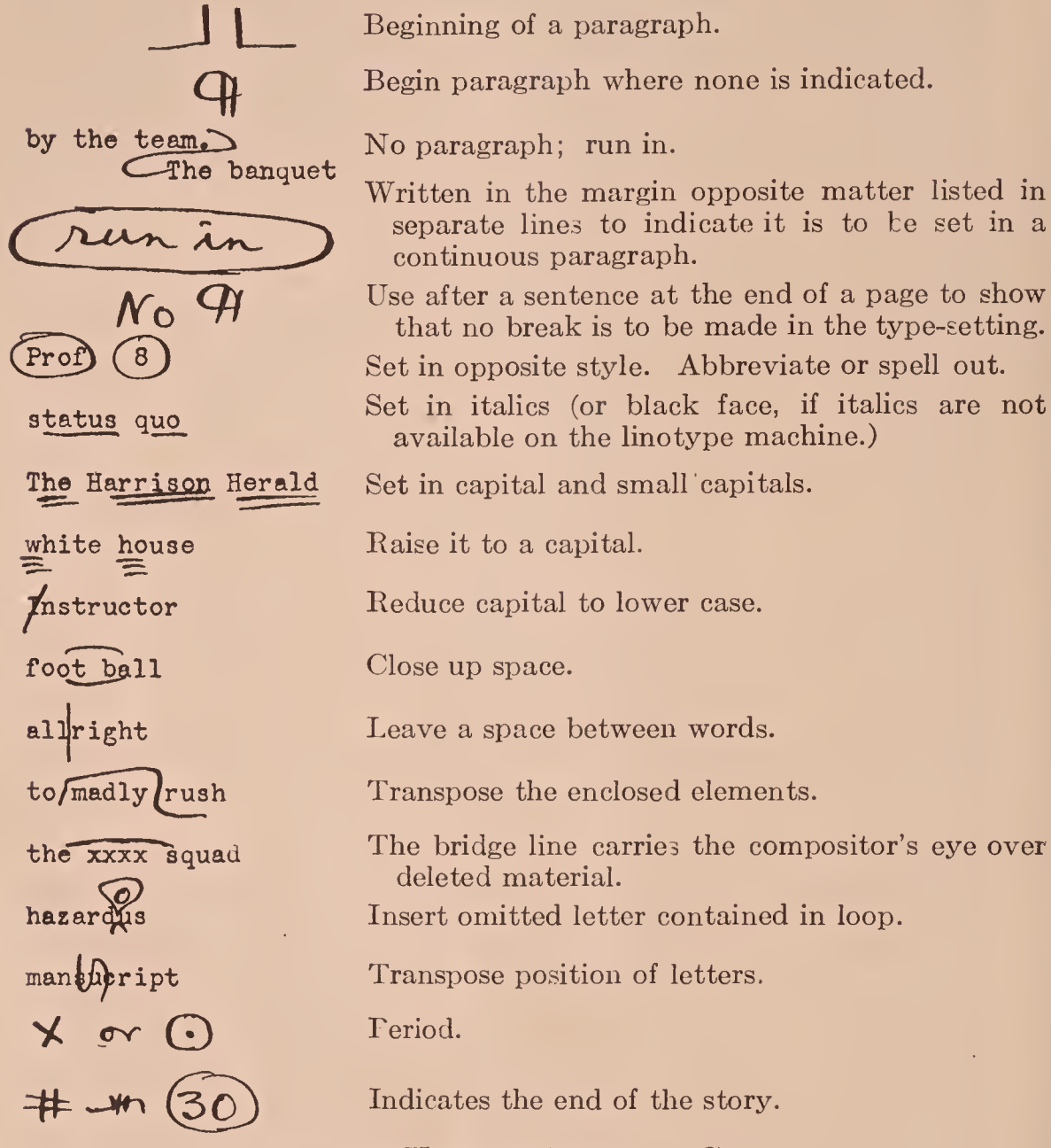
Copy Readers' Marks. Various marks are employed by copy readers to simplify the work of revision. These are illustrated on the following pages.

Purpose of Headlines. After the copy of the story has been made ready for the compositor, the next task is to write the head for it.

Years ago editors did not attempt to display each item of news but bunched the items in the same column under a label head, such as "Neighborhood Happenings," "Locals," "Personals," "Court-house Notes." Sometimes they put a large one-line caption over sensational news. A New York paper announced the assassination of President Lincoln with the word IMPORTANT.

Nowadays, however, people do not read the paper from first page to last, but only a small part of it. They must be attracted to certain items, just as they inspect articles displayed in the front window of a grocery store. The headline is a town crier in print. It serves as a guidepost to the information the paper has for sale and centers eye and mind

upon a particular story. If you want to see how dreary a newspaper may become, detach all the headlines from their respective stories and paste the headless stories on a big piece of cardboard. The general impression is that of closely



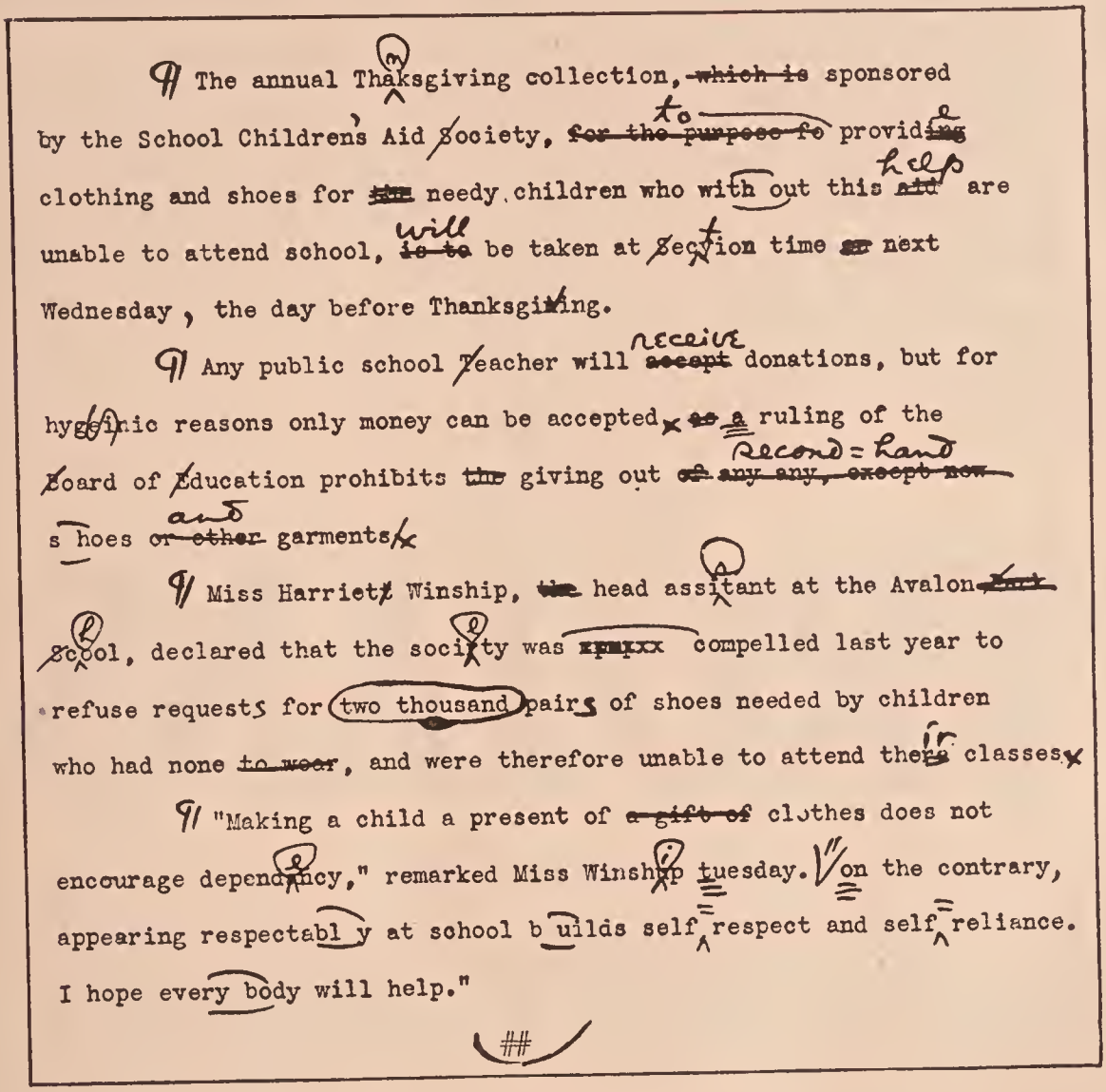
Marks Used in Reading Copy

packed type in endless procession, unrelieved by contrast and emphasis. Headlines bring variety, force, and aliveness to newspapers.

Headlines are so much a part of present-day journalism that they indicate whether a newspaper is conservative, sensational, or yellow. Metropolitan newspapers, dependent

largely upon street sales to boost their circulation, specialize in bold, black headlines, action pictures, constantly changing makeup. Small town papers prefer more standardized dress. School weeklies occupy a golden mean between these extremes.

A Standardized Head Chart. Before we set out to write



¶ The annual Thaksgiving collection, ~~which is~~ sponsored by the School Childrens Aid Society, ~~for the purpose fo~~ providing clothing and shoes for ~~the~~ needy children who with out this ~~aid~~ are unable to attend school, ~~is to~~ be taken at Section time ~~on~~ next Wednesday, the day before Thanksgiving.

¶ Any public school Teacher will ~~accept~~ donations, but for hygienic reasons only money can be accepted, ~~so~~ a ruling of the Board of Education prohibits ~~the~~ giving out ~~of any any, except now~~ shoes ~~or other~~ garments.

¶ Miss Harriet Winship, ~~the~~ head assitant at the Avalon ~~Court~~ School, declared that the society was ~~xxxxx~~ compelled last year to refuse requests for two thousand pairs of shoes needed by children who had none ~~to wear~~, and were therefore unable to attend there classes.

¶ "Making a child a present of ~~a gift of~~ clothes does not encourage dependency," remarked Miss Winship tuesday. "On the contrary, appearing respectably at school builds self respect and self reliance. I hope every body will help."

##

A Page of Corrected Copy

See copy reading marks on the opposite page.

news captions, it is first necessary that we adopt a few head patterns. If every deskman wrote headlines solely to suit himself, irrespective of count and type style, the paper would look like a crazy quilt. It is imperative that copy readers and printers agree upon unvarying head forms. These are then made into a chart, each one carrying its own

unmistakable type label and unit count. These symbols are like signals used to call the right plays in a football game.

The most important news headline is known as a "front-page streamer," in some shops as "the line." It carries the big smash of the day — perhaps a fire, election of a President, a football victory. As a head writer you will be called upon occasionally to construct such a streamer, although it should be noted that many high school papers constantly overwork sensational type display. The streamer is like the best family silverware; it should be brought out when company arrives and there is some good reason for celebrating.

Main Streamer. Every paper must be prepared for news emergencies and have big type in readiness to meet them. Suppose we choose for place of honor upon our head chart this style of sensational headline:

STREAMER A

TROJANS

Printers will instantly recognize this face as belonging to the Cheltenham family of type. To be precise, it is called *bold condensed* and measures 60 points in height. Approximately thirty-five letters and spaces will be required to fill a line reaching across the top of a seven-column newspaper. Thus:

TROJANS BEAT TIGERS 7–2 IN STIFF GAME

It is obvious that *M*, a wide letter, is equivalent to one and one-half units, but spaces, *I*, and punctuation marks occupy only one-half unit, an important fact to remember in checking up the units. After completing the headline to swing the big story, the editor writes on the copy: *7 cols*,

60 pt. caps, Cheltenham bold, a citation which tells the printer that the streamer is to be set seven columns wide in capitals of 60-point Cheltenham Bold type. The text of the story itself, with other supporting headlines, should occupy the outside right-hand column, the favored position for important news.

Secondary Streamer. Not a few papers use a subordinate streamer, designed to carry a news story rated next in importance. This secondary headline may be set in light-face type — often in italics or lower case letters — so that it creates contrast, without destroying the emphatic play of the streamer. The same sort of streamer is admirably adapted for use on the sports page, where it may be combined with two-column and one-column heads to bring about effective display. The sports page, once dull in its makeup, has become so important that it is now given feature treatment throughout.

We shall designate this secondary streamer as Style *B* on our chart of sample heads and specify the count and type thus: *60 units — 36 pt. Cheltenham italics — caps and lower case, 7 cols.* Appropriate reduction of units may be made to fit lesser number of columns.

STREAMER B

Team Crushes

Top Head. The top range of the newspaper is the first to catch the attention of a reader. His roving eye coasts from the headlines arranged under the newspaper's flag to other masses of type banked at the sides, or placed immediately under the main stories. Headlines which announce important news and which deserve front-page display are known as top heads. They should never be used in the bottom area of the page, where their effect will be lost.

We label our top head No. 1 and add it to the chart for future guidance. Divisions of a head have acquired special names, as follows:

Unit Count:	1.	Terminology:
15	KATHRYN STRUBLE	*Three-line drop-line display — first deck*
15	NAMED FIRST GIRL	
15	EDITOR OF ANNUAL	
		5-em dash
28	Gordon Meyer Is Made Business	
24	Manager, Helen Costello	*Inverted pyramid — second deck*
18	Assistant Editor	
		5-em dash
22	BREWER HEADS AD STAFF	*Cross line*
		5-em dash
28	Other Appointments to Be Made	
24	in Near Future, Faculty	*Inverted pyramid deck*
18	Adviser Says	
		5-em dash

In decks where word division is permitted it is sufficient to approximate the total of the lines. It is not necessary to count each line exactly.

Now for a sample of head No. 2:

Unit Count:	2.	Terminology:
15	GATE CITY SCHOOLS	
15	PRESENT PAGEANT	*Two-line drop*
28	"The Gift of England" Given at	
24	the World War Memorial	*Inverted pyramid*
18	Stadium	

Two-column Heads. Unbroken array of one-column heads results in typographical monotony and lack of balance. Two-column head patterns are therefore recommended for

UNIT COUNT: 3. TERMINOLOGY:

30-32

Motoring in Woods Is Delightful Experience, Mrs. O'Brien Asserts

Two-line drop-line or "stagger" head

19-20 words

Student Counselor and Miss Florence Fish Take Automobile Trip to Town in Northern Minnesota—Spend Night at Girls' Camp

Hanging indention

UNIT COUNT: 4. TERMINOLOGY:

24-28

Shipwreck, Lost Game, Mark Former Thanksgiving Days

Boxed head

position on the chart. These bring added prominence to the news and also help to give punch to the bottom area of the front page. Their presence in top position, in the center of the page, likewise invites attention. Column heads are placed at the top of the page for stories of unusual importance; at the bottom when used on feature stories, particularly those with authors' by-lines.

The top lines of the sample on page 157 labeled as No. 3 — 2 columns — are set in capitals and lower-case letters. The head has a one-column deck, a term which is self-explanatory. Note the cut-off rule at the right under the head and the method of assemblying the type under the caption.

Other two-column heads, with capital letters for the display lines and with supporting decks, may be adopted as needed. Sports stories often require such bold effects.

Another two-column lead is of the boxed variety (see page 157), one which lends itself to attractive makeup on the front page and elsewhere, especially in connection with a large cut.

It is noticeable that capital and lower case (small) letters are becoming increasingly popular in construction of modern headlines, thereby bringing additional ease, dignity, and

7B Pupils Celebrate Hallowe'en

Award for Prettiest Costume Goes to Stella Wolanski; Prize for Most Original, To Stanley Elcheshen.

By Delma Davis

beauty to newspaper pages. The preceding is a typical specimen, taken from another head chart that uses lower case letters exclusively.

These newer faces, however, are not available in most printing offices, so that the head chart previously recommended is made up largely of the older condensed faces.

Heads to Match Stories. And now in quick succession let us attach minor heads to our chart, each with its own count and key number, and intended to display its own brand of story:

Unit Count:		Terminology:
	5.	
17-19	***Black Cats, Ghosts, Goblins Will Gambol At Hallowe'en Party***	*Three-line step-down, c. and l. c.*
	6.	
18	**TED FAUNTZ TELLS**	*Three-line step-down, caps*
18	**OF EXPERIENCES ON**	
18	**BOARD BATTLESHIP**	
	7.	
20	**W. H. S. FACULTY ENJOYS**	*Two-line drop-line, caps*
20	**BREAKFAST AT SIM PARK**	
	8.	
20	***Homsher Twins, Named***	*Box Italic step-down, c. and l. c.*
20	***For Washington, Have***	
20	***Birthday on Feb. 22nd***	
	9.	
20	**Crane's Fire Marshal**	*Panel*
	10.	
24	**Make High Scores in Test** [1]	*Subhead* [1]

[1] Subheads are used only in stories more than three paragraphs in length. An exact count is not necessary for this type of head. Three or four words of ordinary length are used for a subhead.

Counting the Units. We have now agreed upon headline combinations to be used as samples in writing captions. As copy readers suppose we set to work on the stories written by reporters. We shall endeavor to set up desk rules as we proceed.

> **Desk Rule No. 1**
> First read the entire story to see if the right feature has been played up in the lead. Then insert all necessary corrections for the printer.

The first piece of copy found in the basket is a short item concerned with an approaching wedding. The lead immediately introduces the name of a well-known teacher, then follows it up with a statement about her engagement. "A well-built item," agrees the copy reader, as he makes a few changes to clarify the style. The story as revised reads:

Miss Katherine Wellmuth, financial clerk in the main office, surprised friends by wearing a brand new diamond ring last week. She admitted that she was engaged to Mr. Arnold Merica. The wedding will take place in June, which will necessitate her leaving Englewood at that time.

Mr. Merica is a graduate of the University of Michigan. After their marriage the couple intend to live in the city.

Miss Wellmuth came to Englewood last April to take the place of Miss Mamie Lynch in the book exchange. This fall she was given the position she now holds, which was formerly occupied by Mrs. Isabelle Garn.

Now that the copy has been approved, the next step is to select the style of headline best suited to it. The item is not very important, and probably deserves only two lines of boldface type, in other words a No. 7 head, as the copy reader notes on consulting his chart. The count indicates that 20 units constitute the limit on this headline. The deskman's fingers begin to drum; presently he writes and checks the following caption, with the count:

1½ ½ / / ½ / / / / / / ½ / / ½ 1½ / / / 1½ / / / ½ 1½ ½ / /
MISS KATHERINE WELLMUTH WILL
1½ / / / / ½ 1½ / ½ 1½ / / ½ / / ½ ½ / ½ / / / /
MARRY MR. MERICA IN JUNE

When these units are totaled it instantly becomes apparent that the head writer has exceeded the count. The lines will not fit. He tries again, with the following result:

1½ ½ / / ½ 1½ / / / 1½ / / / ½ / / ½ 1½ / /
MISS WELLMUTH TO WED
1½ / ½ 1½ / / ½ / / ½ ½ / ½ / / / /
MR. MERICA IN JUNE

The first line contains twenty units, allowing a half-unit for *I* and spaces between words, and one and one-half units for *W*. The second line is short four units. With a quick thrust of his pencil, the deskman changes *to wed* to *weds*, and *in* to *next*, so that the new headline reads:

MISS WELLMUTH WEDS
MR. MERICA NEXT JUNE

Desk Rule No. 2
After you have selected a suitable head for the story, find out the count (letters and spaces); then proceed to write a head that will fill the measure.

It will be observed that this head — as approved by the head copy reader — contains a noun and an active verb brought into close connection, so that a complete declarative statement is made. This statement is generally framed in the historical present tense, active voice (here it is projected into the future), because the newspaper prefers to deal in live news. Note how the caption uses short, specific words, made necessary by space limitations. Oblique marks made by the copy reader on both sides of the head show the printer that the caption is to be set in two broken lines.

Desk Rule No. 3
Inject life and vigor into the head by using nouns and verbs that make a complete statement of fact. Use the present tense, active voice, if possible. A passive is usually a weaker form than an active and should therefore be avoided when possible.

Sometimes the deskman will find he does not have room to insert the verb and must therefore imply its presence, as:

SQUAD BUSY PRACTICING
FOR SATURDAY BATTLE

Such a headline is often permitted, but to omit the noun often brings an awkward construction to the sentence, with resultant lack of force. Note this head:

SAYS NEWSPAPERS ARE EDUCATORS OF PEOPLE

Such a caption may be considerably improved by quoting the authority for the statement.

It should be obvious that headlines making a positive statement are more forceful than those presenting a negative conclusion. For example:

Bad:

NOBODY INJURED IN EXCITING LOOP FIRE

Better:

FIRE HOLDS UP TRAFFIC AT CROWDED NOON HOUR

Desk Rule No. 4

Do not repeat important words in various divisions of the head; make each part of the headline formation a complete unit in itself.

The next piece of copy dealt to the deskman by his chief relates the story of a robbery in a faculty home. The lead started like this:

Two hundred dollars' worth of jewelry and furnishings were stolen from Dean Egbert Hunter's home on October 20, while Mr. Hunter and his family attended the Englewood-Tilden football game at Normal Park.

This lead is somewhat undramatic and emphasizes the wrong thing, so the deskman quickly revamps it before he begins to write the headline:

While Dean Egbert Hunter and family were attending the Englewood-Tilden football game at Normal Park last Saturday afternoon, a thief broke into their home and stole jewelry and furnishings valued at $200.

The rest of the story then falls into place. Thus:

After the burglar had unsuccessfully attempted to open one of the windows in the rear of the house, he managed to break in the back door. The robber did not destroy or upset any furniture. He took a pearl necklace, a string of cut jet beads, a thermostat, some rings, silk hose, and some heirlooms.

Mr. Hunter and his family planned to return from the game by 5:30, but they met some friends who invited them out to dinner, so they returned home late.

"He was evidently quite well acquainted with our habits," Mr. Hunter stated, "for we usually leave our Airedale dog on guard. This time, however, we took the dog out. The jewelry and clothes the burglar abstracted were worth about two hundred dollars and unfortunately were not insured. I am now well prepared with safety latches, locks and burglar alarms if he visits us again."

The police, as yet, have discovered no traces of the burglar, nor have they found any clues in Mr. Hunter's home.

Head No. 2 — two drop lines and an inverted pyramid — appeals to the deskman as the right vehicle to carry the news of the robbery. Accordingly, he begins to experiment, with this result:

DEAN AT GAME AS THIEF ROBS HOME

Hunters Return To Find That Burglar Has Fled With $200 In Valuables

Here you will note that *the*, a space-killing word carrying little punch, has been omitted before the word *game*. In the inverted pyramid that follows *burglar* has been substituted for *thief*, and the two divisions of the head bridged without abrupt change of thought.

Probably two linotype operators will be called upon to put our burglary story into type — one to set the display

headlines, the other to convert the copy into shining metal bars. Some method must be devised to bring head and story together without loss of time. To this end, the copy man writes his headlines and key number on a separate piece of paper and then *slugs* the original copy with the opening words of the headline, so that when this label appears in type at the top of the proof, it instantly tells the printer how to assemble the material. Thus our burglary story might carry at the top of the copy the key word *dean*, possibly *burglary*. The slug line, of course, is thrown away when the type is arranged by columns for printing. It has served its purpose.

The deskman must keep a record of every important story headed and sent to the typesetting machines, so that he will know later on how to instruct the printer in sorting out stories for placement on the page. The art of makeup will be described in detail later in this chapter.

Among other stories handled by the deskman one had to do with the purchase of a new athletic field by the board of education — accorded a streamer — the others told of election of the president of the senior class, and of a speech by a prominent banker. Each story was given a No. 1 headline.

Some Minor Faults. Now that the main rules of practice have been summarized, it may be well to summarize some minor regulations.

1. Do not break a word from one display line to another, or separate words naturally associated:

Bad:

HILARIOUS FARCE CHOS-
EN FOR CLASS PLAY

Better:

SENIORS CHOOSE FARCE
FOR THEIR CLASS PLAY

2. Avoid excessive alliteration:

Bad:

PAUL'S PLAYFUL PRANKS
PAIN PRIM PRISCILLAS

3. Avoid heads in which a dash takes the place of *says*, as:

EVANSTON TIGERS WILL
BEAT LINCOLN—BROWN

4. Avoid beginning headlines with figures, but remember that figures sunk into the sentence allow you to compress more news into the line:

Bad:

12 PUPILS ARE HONORED
IN PRINCIPAL'S REPORT

Better:

REPORT LISTS 12 PUPILS
AS SCHOLARSHIP 'STARS'

5. Avoid figurative, slangy, and humorous heads written over stories carrying important news:

Bad:

OLE LADY LUCK HANDS
BUNCH A GLAD SURPRISE

Better:

TIM'S LUCKY DROP KICK
DEFEATS LANE TECH, 3-0

5. Try not to separate the parts of a prepositional phrase or infinitive when they come at the end of a drop-line.

Bad:

HIGH SCHOOL EDITORS TO
MEET AT DENVER SOON

Better:

HIGH SCHOOL EDITORS
MEET IN DENVER SOON

Making Up the Paper. After all the copy has been read and headed and the type set, the next task is to assemble the stories and illustrations into page forms.

There are three main considerations in making up the paper. The stories must be given prominence according to the news value of each, the arrangement must be such that it is attractive to the reader's eye, and space must be found for all the items scheduled for the edition.

It is obvious that the front page is the choice display space. The best stories go there, and the best of them at the tops of the columns. Lesser stories of first-page rank go below the illustration, if one is used, or elsewhere lower on the page. The principal story, of course, will carry the banner line; and since the streamer reads from left to right, the place for that story is in the right-hand column.

Many newspapers make effective use of the back page as a sort of secondary front page. It is a good space for a bright, diversified array of feature matter and might be well used by high school editors as a sports page. Other pages rank in importance from the front to the back. Odd-numbered pages, because the reader's eye falls on them as he turns through the paper, are better display space than even-numbered ones.

Department items, reports of clubs, societies, class organizations, exchanges, and the like may be placed back in the paper because readers interested in them are willing to look for them. The forward pages then can be used for news stories and pictures.

Preparing the Dummy. Before the paper can be made up, the news editor must ascertain the space available and the amount of matter to be placed. Then he goes over his schedule of stories and illustrations, grades each according to news value, and allots its place in a certain column of a certain page. First-page stories that are too long may break over or jump to inside pages. Too many jumps, however, are bad makeup. Not more than one-half should ever break over.

Frequently, when there is a great deal of matter for the space available, it is necessary to trim many stories, so that some of each may be used. It is better to cut each of a dozen stories a little than to leave out two or three altogether.

Date January 10, ____ Issue of Tuesday, January 11

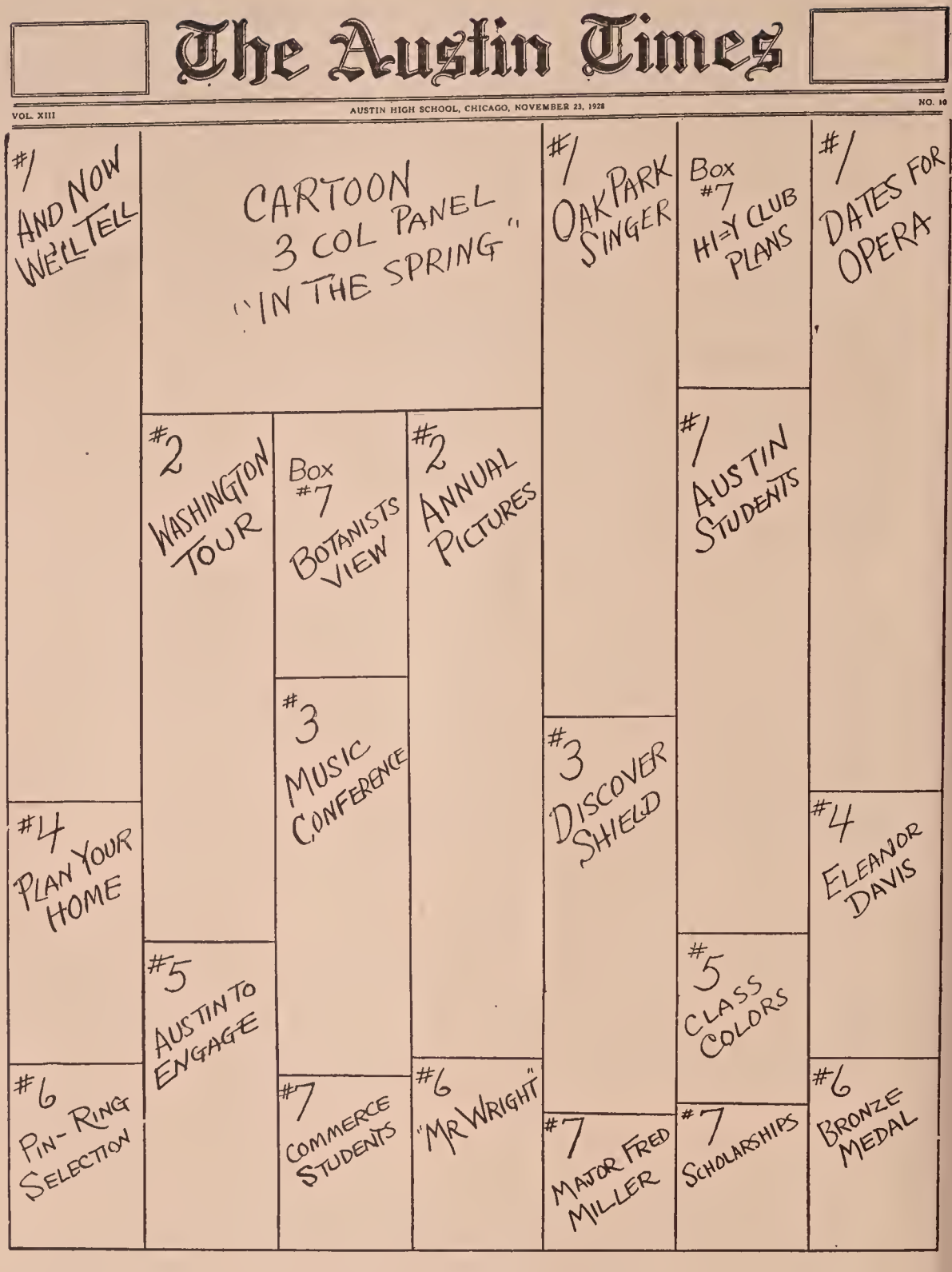
LIVE COPY

Head	Read By	Slug	Length	Page	Galley	Remarks
12	S.D.H.	Cotillion Programs Out	8 in	1	4	Must go
12 split	A.B.	Epidemic Shattered Legs	4 "	1	4	
16	S.D.H.	Bill Goudy Killed	8 "	1	3	
12	M.G.S.	Trustees Meet-Buildings	5 "	4	1	
12	S.D.H.	Class Basketball Ready	9 "	5	4	
(24)	S.D.H.	Guests Come For Short Course	15 "	1	3	
12	H.B.	Graphomen Help B.h T	5 "	5	2	
12 split	M.G.S	Ushers Out Until 11	3 "	1	1	
8 "	H.B.	Costume Party	2 "		1	
16	S.D.H	Sit School Convocation	9 "	1	1	
Cut (24)	AB.	Methodist Buildings	2 in 2 col 16	2	7	Run under Cut
12	AB.	Harrington To Lecture	5	1	7	
(24)	H.B.	Wisconsin-Purdue (Sport)	15	1	6	
12 split	DWS	Illini Riflemen	5	4	5	
8 "	M.G.S.	Y.W.C.A Alleys Ready	3		2	
10 pt. Bold	S.D.H.	Clear & Colder Weather Feat	6	4	2	
12 split.	S.D.H.	Sisters Clinch Future	6	8	6	
		TIME COPY				
12 split.	H.B.	Women Do Anything	4	1	2	
12 "	AB	Summer Illem	5	1	2	
12	S.D.H.	Seniors Jump at $6.00	8	5	5	
12 st. line		Electric Dryer	3			
	D.M.G.	Scout	col		8	
(24)		Grierson Lecture				Late stuff - Brown

SCHEDULE OF STORIES EDITED AND IN PROOF

With citations as to head, length, and galley, for use of makeup editor.

There are two ways of making up a page: (1) by the use of a schedule and (2) by assembling galley proofs. The first, the more professional method, is used in newspaper offices, but it is difficult for the beginner. This schedule or makeup



The Front-Page Dummy

UGH! UGH!
HEAP BIG HOUSE
HEAP BIG OPERA
POCAHONTAS

The Austin Times

APRIL 7
TOWN HALL PARADE
LET'S MAKE IT GAY
YEA AUSTIN!

VOLUME XII — AUSTIN HIGH SCHOOL, CHICAGO, MARCH 30, 1928 — NO. 6

"AND NOW WE'LL TELL ONE," SAYS EMINENT FACULTY

Enterprising "Cub" Finds News of Vast Interest to Student Body

Owing to the conscientious work and high grades of all the students in the past few weeks, a real treat is in store for the whole student body on Monday.

All classes will be given over to the various persons in the faculty who will, by their remarkable talents in humorous lines, entertain the school.

Mr Thomas, with the help of others, will portray the "Winning of the West," in a splendid setting on the auditorium stage. This will be followed by Miss Gladieh's chert talk on cosme

Students to Be Late

Mr Marsh will then give an address on "Why Students Should Be Late" As soon as this is over, the students will be dismissed for thirty-two minute to patronize "Irv's" and digest a package of stenographers' gum. The numerous faculty cars will then be at the students' disposal for a short ren on the ditch

At 12:10 the students will promptly take seats in the lunchroom where the luncnits, which have been carefully saved from Miss Hanna's last semester cooking class, will greet you with a hard-y welcome.

And now for the real treat. (Please refrain from "Toote-toot" and other such exclamations of pleasure.)

Comm Disfhioned

Mr Wright with the aid of a wagon and Ev Olenick a horse will distribute ice room cones and lollies among those present.

It has been decided that the pupils, their broken having been overtaxed with so much studying deserve outer tainment, as, for that reason, they will ship down, or up as they may please, to the back room where copies of Nick Carter's latest will be distributed.

Typewriter Assistiated

Those wishing can then remove themselem to the typing room whom Miss Trenck will disamember a Royal typewriter and show how it may be put together minus six former pieces

The rest of the afternoon will be free to do with as cosh student plieases.

The reporter of the above story requests all those reading this grand and glorious news to borrow a calendar and see when national holiday falls on Monday

'Plan Your Home' Exhibit Date Set Ahead to April 12

Teachers representing all the high schools entered in the "Plan Your Own Home" contest attended a meeting last Friday presided over by Mr. Bauerfeld, director of technical work in Chicago high schools. Among the questions discussed were extensions of time in be granted, selection al judges, and increasing numbers of drawings to be submitted from each school.

Austne's exhibit of the "Plan Your Home" contest takes place on April 12 instead of March 30, the original date, because of the extension of time granted at the meeting

The drawings will be exhibited in Austin's corridors so that all pupils may see examples of how these drawing students are trained to delineate building plans and details.

The last drawings of each of the four classes will be chosen and cont downstown where a committee of prominent architects will make the final awards for the three best drawings in cosh classification

Pin — Ring Selection Made for '28} Class

At the first meeting of the pin and ring commictee of the class of '28½, held in room 306, Tuesday the seventh period, the different style pins and rings were selected.

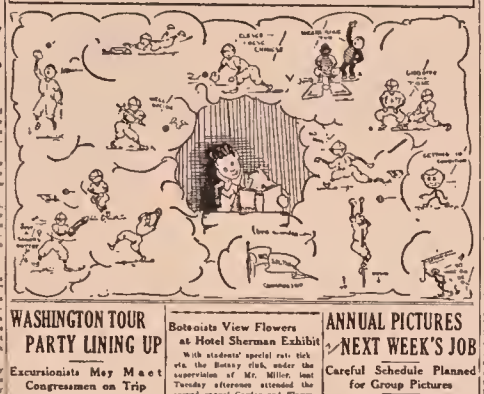
The contract for making the pins and rings is held by Dodge and Ascher

Four models of rings, three models of pins with guards, and one guard model are on exhibition in the north trophy case.

Orders will be taken Monday. A $2.00 deposit is required fro the rings and a deposit of $1.00 for the pins.

"Herb" Nelson, chairman, will have for his committee: Dorothy Hewitt, Kathryn Manchereel, Jenny O'Sullivan, Bill Speer, and Leonard Rouja

"IN THE SPRING A YOUNG MAN'S FANCY—"



WASHINGTON TOUR PARTY LINING UP

Excursionists May Meet Congressmen on Trip

Each day brings an addition to two of students to the list al those enrolled for the Austin high special trip to Washington, according to Miss Regina Zimmerman, faculty chaperon.

Those who had signed by Monday are Georgia Hale, Marjorie Kleinfeld, Betty Siegrist, Evelyn Benson, Dorothy Muran, Wanda Hyland, Freda Miller, Stacy Sward, Jean Gilespie, Louise Bielenberg, Harriet Fiedrick, Helen Gregg, Helen Lyon, Gladys Herzberg, Irene Nelson, Edna Jones, Mildred Hausman, Frances Costa, Lillian Pederson, Grace Jeurin, Margaret Welch, Eleanor McCarl, Blanche Lgmon, Grace Karetsos, Norma Whitlock, Ruth McKelvay, Anna Petersen, Emma Soderstrom, Ruth Kanten, Lenore Abrams, Nasri Stone, Myrtle Olsawng, Verna Schalz, and Margaret "Peggy" McLaren.

Ralph Jack, Mortimer Alexander, Orrin Wais, Frank Perl, Charles Somen, James Williamson, Albert Whitlock, Francis Lund and Arny Freeman.

Mrs. L. Pederson, Mrs. E. Jeurin, and Mrs. J. N. Whitlrek will also accompany the tourists in addition to Miss Regina Zimmerman and Mr H A. Berens, achnal chairperson.

Letters to Countrowns

Letters have been sant to Congressmen James F. Igoe and Michaelson al the Austin congressional districts, and to Congressman-at-Large Rathbone to secure from them fro the party the special privilege and courtesy cards they have the power to issue.

Congressman Rathbone has come to be Washington's best authority on the Lincoln relics and places of historical interest to be found there. He has been invited to address the Austin excursionists.

Cherry Trees Blosom

Word coming from the south of the backwardness al spring is good news, as it means that the travelers will find the far-famed cherry trees in full bloom.

Austin to Engage in Band Contest

The contieonal band contest between the northwestern and southern districts of Chicago, in which Austin, Lake View, Tilden, Lane, Schurz, and Crane high schools will compete, will take place April 2, at 7:30 p. m., at the Roosevelt high school. The first, second, and third prize winners al this contest will compete at the all-city competition to be held at Northwestern university

The winners of the all-city contest will be present at the interstate competition to be held at Champagne. Thom is slated at Champagne will then compete for national honors in the finals to be hold at Joliet on May 26, where all best bands in the United States will meet.

The state and ontional contests are open only to bands of class A Austin was first place in class C last year, but was unable to compete fro state ve ontional prizes

Austin has now as eighty-five piers band in class A and, therefore, will be able to compete in all three contests.

Captain Schiffhacen said, while discussing the band, "We have a bigger and better band this year, and in the tickets are only thirty-five cents, all students are requested to support Austin by attending this preliminary."

Botanists View Flowers at Hotel Sherman Exhibit

With students' special rat- tick ets the Botany club, under the supervision of Mr. Miller, tant Tuesday afternoon attended the second annual Garden and Flowers show given by the National Association of Gardeners at the Hotel Sherman from March 21 to April 1.

The first mcguificent display consisted of gardens and landsded Japanese, Spanish, French, Italian, and American characteristics, of water gardens and miniature waterfalls.

Another great attraction was the display of miniature model homes in perfect nattmgs, and scientific landscape gardening.

The display which aroused the most comment and brought the most complimentary remarks from the students was the Power display room where thousands of castie, rero, beautiful cut flowers and plants are in bloom.

"The best ever," was voiced with enthusiasm by Mr. Miller

MUSIC CONFERENCE ATTRACTS AUSTIN

Will Hold National Meeting at Stevens Hotel

The first biennial meeting of the National Music Superuim's' conference will be held in Chicago, the week of April 1P to 20, and reservations of rooms at the Stevens hotel, which is to be the headquarters, indicate the largmt attendance in the history of the conference.

All of the music teachers are members of this conference and are therefore preparing Austin students fro their parts in the affair.

Last week names were printed of the Austin band members who will belong to the all-Chicago band, and it was stated that Mr. Roth's "Workers" would be members of an all-Chicago chorus.

An orchestra made up of members of all the high school orchestras has been organized, and the students who will represent Austin are:

Benny Colugtin, 354; Henry Olyniec, 316; Sigurd Kellner, 402; John Wey, 308; and Herman Olafsky, 308.

Every day during the week of the conference programs will be given at Orchestra hall and othvs parts of the city, by some of Chicago's most renowned musical organizations.

The Chicago symphony orchestra will perform several times, lectures will be given by some nationally known music educators and girls' and boys' choruses will be prominent during this gala musical week

Commercial Students Visit Swift Co. on C. I. C. Trip

Fifteen members of the commercial geography and industrial history classes attended the C. I. C. excursion through the Swift and Libby meat packing corporations last Saturday

The group was directed through all the departments of both companies, and because it happened in directly connect itself with the work in the commercial geography text books.

Dorothy Walp, excursion chairman, through the courtesy al Dr. A. S. Hershfield, state alienist, is arranging a C. I. C. excursion to the state insane asylum at Dunning for April 7

ANNUAL PICTURES NEXT WEEK'S JOB

Careful Schedule Planned for Group Pictures

Wilbur Rudell, the business manager of the Icon annual, and his assistants, this week announced the schedule for group pictures to be taken next Tuesday, Wednesday, and Thursday

Monday Schedule

First period — 8:16, Home Economics; P. 20, Penteg I; P 30, Penteg II

Second period — 8 55, French club I; 9 05, French club II; P 15, Debaters; Third period — 9 40, German club I; P 50, German club II; 10:00, Senior Mc Y

Fourth period — 10:25, Interclub; 10:35, Track Team; 10:45, Monogram

Fifth period — 11:10, Opera I; 11:20, Opera II, 11 30, Girls' Golf.

First section — 11:55, Music department and Art department; 12:05, Technical department; 12:15, Commercial department.

Second section — 12:40, Astral cabinet; 12:50, Astral I.

Sixth period — 1:10, Astral II; 1:20, Astral III; 1:30, Astral IV

Seventh period — 2:15, Astral V.

Wednesday Schedule

First period — 8:20, Tennis team; P 30, Latin club

Second period — 8 55, Botany club I; P 05, Botany club II; P 15, Stamp

Third period — P 40, Commissioned officers; P 50, Non-com. officers; 10:00, Crack company

Fourth period — 10:25, Spanish; 10:35, Spanish club I; 10:45, Spanish club II.

Fifth period — 11:10, Workers; 11 20, Girs I; 11:30, Glee II

First section — 11 55, Reading I; 12:05, Reading II

Second section — 12:40, English department.

Sixth period — 1:10, G. A. A I; 1:20, G. A. A II; 1 30, Baseball team.

Seventh period — 2:05, History department; 2:15, Swimming league.

Thursday Schedule

Second period — 8:55, College I; 9:05, College II; 9:15, College club cabinet

Third period — 9:40, "Y" club I; 9:50, "Y" II, 10 00, "Y" III

Fourth period — 10:25, "Y" IV; 10 35, "Y" cabinet; 10:45, Jr Hi-Y

Fifth period — 11:10, History; 11:20, History and Poetry; 11:30, Uke.

First section — 11:55, Language department; 12:05, C. I. C. reps. I; 12 15, Math. department

Second section — 12:40, C. I. C. reps. II; 12 50, Science department.

Sixth period — 1:10, "Y" club V; 1:20, "Y" VI; 1:30, Little Theatre

Seventh period — 2:55, College III.

Mr. Wright Instructs Clean-up Committee

Thirty-seven clean-up committee sub-chairmen and workers met last Monday, second section period, in room A, the newly acquired and refurnished clean-up office, to hear from Mr Wright, Mr Hamisten, Mr Spitzer, and Robert Mould about their work in relation to the clean-up campaign, now under way, and the intensive drive which occurs in April and May '

"We have a civic problem—making the world a good place to live in," said Mr. Wright. "Charity begins at home and our project begins here in the building. I do not know of any other committee around school which has a more important work than you have," he concluded

OAK PARK SINGER, OPERA SELECTIONS HEARD BY SCHOOL

Succession of Assemblies Fills Section Periods for Four Days

Music was the main subject of the four assemblies which were held during the past week. One assembly on Tuesday and two on Wednesday were for the purpose of giving the students a preliminary taste of the coming opera.

Mrs Catherine McDaniel, the wife of the principal of the Oak Park high school, sang several numbers at the assembly on Thursday, among which were Robert Burns' "O Weet Thou in the Cauld Blast," "My Love is Like a Red, Red Rose," and "Flow Dently, Sweet Afton."

Opera Selections

Several selections from the opera were given at the assemblies of Tuesday and Wednesday. Among those given were "A Lady I Know," rendered by Pow-hat-on and Ah Hum; "You Are So Brave," by Captain John Smith and Pocahontas; the Indian chief, Pow hat-on, and the Medicine Man, Ah Hum, talked over Pow-hatan's domestic troubles with Ah Mork and Pow-hat-on disclosed the secret that her only power over him was the fact that the was a very good cook

A trio composed of Pocahontas Captain John Smith and Ah Hum rendered "We Will Go and Seek Ah Mark." Alm John Smith underwent a physical examination by Ah Mork and learned that the was in love with him, but John told her that, as Pocahontas and saved his life, he must, as a gentleman, marry her

Mr Bath promised that the contumm and accsory would be just as beautiful as that of the previous opera. He told the students that this was only a part of the opera and not to think of the opera in terms of the parts only

Band to Play

On Monday, the band will play the selections which here been chosen to be played in the coming contest. The pieces which will be played are "Finlandia," by Jean Sibelius, the "Intermazzo" from the third act of the "Jewels of the Madonna," by Ermanno Wolf-Ferrari, and "Dunlap Commandery," by R. B. Hall.

DISCOVER SHIELD THIRTY YEARS OLD

Souvenir Reveals Sixteen Graduates in 1898

The fact that "not only knowledge but culture" was the motto of the sixteen graduates of Austin high school in 1898 was recently discovered through some research work of Mr. Wareham, French teacher, in room 214.

The information was gleened from an obscure silver shield, which is probably a memorial left to the school by the students upon their graduation.

The placard is attached to the wall, and because of its position, is very little noticed.

Old-Fashioned Names

Upon close inspection, one may see on the fantastically decorated shield, the motto, in Latin "Non scientia sed cum bonitas." the date, 1898, and the following names:

Mora Catherine Barker, Dorothy Marie Bartelme, Lillian Pearl Browne, Maude Ethel Cone, Cora Amanda Coy, Birdie M Hawkins, Mary Olive McCord, Georgia Silver, George C. Sharrard, William Armitage Averill, James Jay Bassett, Ralph W E. Decker, Robert Barbeau Newell, Francis C. Pilgrim, Joseph H Smith, and Lawrence Eugene Wilson.

Faculty Interested

Several faculty members, including Miss Barrick, Miss Dunton, and Mr. Smith, have shown a great deal of interest in the placard since its new "discovery," and students may see it between periods on the east wall al room 214.

Major Fred Miller Leads Austin's Crack Company

Major Fred Miller commands the crack company of Austin's R. O. T. C. which drills, as a whole, every Friday at 3:30 p. m. at the 122nd Infantry armory, 2763 W Madison otreet, and in small groups during the fourth and fifth periods, inclusive, on Tuesday, Wednesday, and Thursday

The crack company is also divided into platoons which drill during the first section period on Tuesday and Thursday Major Charles Kufal is at the head of the first platoon and Captain Richard Jones commands the second.

Hi-Y Club Plans Excursion to U. of C. on Good Friday

Though the holiday next Friday is due to "Good Friday" and the majority of students will join in the observance al the day by the various religious organizations to which they belong, a number of special excursions and events have been planned fro the afternoon and evening hours.

The senive Hi-Y club has planned to make a trip to the University of Chicago whom they will see one of the national tournament basketball games, and then will have supper, in one of the fraternity houses.

A group of girls from section 353 will meet at the home al Frances Gordon Friday evening fm a bord time party.

The guests will include Dorothy Argyle, "Billy" Ashley, Wanda Hyland, and Grace Vaspell, she ere to come in clothes or rerilioved as Easter eggs.

AUSTIN STUDENTS TO TAKE BIG PART IN BRIGHT PARADE

Marching and Floats Will Color Gala Dedication of New Town Hall

Austin students, 4,000 strong, if they are so minded, are invited to take advantage of the big opportunity open to them, of taking part in the grand community parade celebrating the dedicattion laying of the new Town hall, Saturday, April 7, at 2 p. m.

Not since the parade celebrating her baseball championship in 1922, has the student body of Austin high school had an opportunity to take part in a big parade.

Parade Organizations

Marching organizations including clubs, sections, and classes of the main school together with those of the Ore and May branch schools, are to meet at the main school at 1 p. m., to march to the Key grammar school and there follow behind the 122nd Infantry to march two blocks farther before the reviewing stand.

Volunteers wishing to take part in the auto parade are to be organized by the Auto club provided that the care are driven only by pupils over 16 years or by drivers accompanied by teachers or parents.

Car delegations together with the trucks hired fro the school heads and officials of the clubs are to meet at Columbus park at 1 p m., to parade with the community delegation.

Prizes to Be Offered

According to Mr Wright, who presided at the joint meeting al the Student Council and Interclub, on Monday, March 27, seventh period, prizes are to be offered for the best decorated cars and floats.

Committees are being appointed to supervise the making of school banners, and decommma for autos, trucks and organizations

Orchid and Green are Colors of '28

Having chosen the flowers, colors, and motto for the class of '28, the work of the flower, color and motto committee, under Jean Raff, is at an end. The flower is orchid sweet peas with a corresponding selection of colors—orchid and applegreen.

The letters for the motto, "Today is ours," are being cut from fireproof material by boys of the class.

The members of the entire committee number eleven and are: Jean Raff, 455; Margaret Schumacher, 455; Betty Anne Siegrist, 455; Stanley Pierce, 452; Fraser Tilt, 453; Naomi Falta, 457; Bernice Handelman, 456; Donald Westergreen, 460; John Stewart, 456; Grace Strahl, 453; John Roeler, 455

U. of Rochester Offers Two Scholarships to Boys

Boys of the graduation class are eligible fro the two University of Rochester scholarships which are available each year fro students residing in Chicago and vicinity. Those scholarships are end ed at $2,000.

Students from Englewood and New Trier high schools received the scholarships last year. All seniors who are interested in these scholarships should see Mrs. Nell Ivs further information.

Play Opens Next Week

The date for the opening of "The Cricket on the Hearth" at the Chicago Art theatre, 410 South Michigan avenue, has been definitely arranged to open on Friday, April 6.

Special matinees have been arranged on Saturday and Sunday for students

DATES FOR OPERA ARE CHANGED BACK TO APRIL 12, 13, 14

Tickets for "Pocahontas" Being Sold at Sections for 35 Cents

The colorful songs, dances and action which make up the operetta, "Pocahontas," will enliven the life of Austinites on the evenings of April 12, 13 and 14, instead of May 17, 18 and 19, the date last week announced for its presentation. Because of the orchestra's part in Music week, and because the date fro the girls performance has been set theed again, the orchestra will be unable to accompany the singers as it has done fro former performances.

Dances to Be Given

Several dances are to be given by the members of the Opera club, among which are a waltz by Fred Olinon and Helen Fay, and a sole dance by Lucille Vallis.

The first cast for the opera will be

Pocahontas ..... Lois Gullet
Captain John Smith ... Lorimer Jackel
John Rolfe ..... Orrin Wais
Queen Anne ..... Marion Edwards
Ah Hum ..... John Froemuth
Ah Mosh ..... Emma Greve
Powhothe ..... Willard Childs
Usher ..... Clarence Anderson
Wah-Wah-Tay Soo ... Lucille Loston
Lady Bird ..... Rosalind Marry

The second cast is:

Pocahontas ..... Esther Nelson
Pocahotas ..... George Tocus
John Rolfe ..... Marion Taylor
Ah Mosh ..... Mildred Elliott
Wah Wah-Tay-Soo... Margaret Murphy
Usher ..... John Walkup
Queen Anne ..... Winifred Parks
Captain John Smith .. Frank Childs

Sell Tickets Thursday

The tickets for the operetta, the sale of which is in the hands of Mr. Culbertson, were distributed to section teachers yesterday. The price of the tickets is again thirty-five cents, but there will be no reserved seats, as was the case in former years.

Chorus Men Secret

The chorus, which is made up of the remainder of the Opera club, is not as large as last year, but is a more select one.

There will be a variety of colors and styles in the costumes, most of which will be Indian, except them of Rolfe and Smith. The scenery will depict the virgin woodland of early America. Because of the fact that the orchestra will not furnish the music, the accompaniment will be given by either Winston Miller ra Mildred Budwin at the piano.

Eleanor Davis '27 Addresses English Scholarship Class

"You'll feel like a dish rag need sanitone months," Eleanor Davis, last year's winner at the University of Chicago English scholarship and editorial-chief of the '27 Maroon and White, said on Tuesday, in her talk to Miss Isen's scholarship preparatory class.

Last year Eleanor Davis won a full paid tuition, worth three hundred dollars. She credits Miss Isen for her success and Ruth Shire, the winner of a third paid tuition, who visited with Miss Davis, agrees with her

The scholarship exams will take place around the early part of May The exams are to cover all the English work from the beginning of high school, through.

Out of twenty-nine schools represented by 460 competitors, thirty-one were Austin students, four of whom received honors last year. They were Eleanor Davis, first place in English, Ruth Shire and Rosalie Schath in English, and Elizabeth Mading, in Spanish.

Bronze Medal Prize for 'No-War 'Oration

The winner of the local preliminary on outlaw war tuesday, to be held by April 13, will be awarded a bronze medal, if fro se more Austin students enter this national oratorical contest under the auspices of a committee of man interested in world peace

Betty Siegrist was the only one who had definitely signed up fro this contest at the beginning of this week, but according to Mr. Crew, Austin's constant manager, others are planning to enter this enterprise.

All Austinites who wish to participate are asked to see Mr. Crew immediately

sheet is described on page 167. Editors of school papers usually have two galley impressions made of their copy, a *white* and a *pink* galley slip. After proofreading, they make a dummy by pasting the pink proof column by column on the pages of an old issue of the paper. Thus it is easy to see how the pages will appear in final form.

In scheduling the pages it is necessary only to place the important stories, those carrying display heads. The small items of one, two, or three short paragraphs may be used to chink in the bottoms of columns.

Proofreading. After the type has been set and put into a galley, a proof of it is taken on a long, white slip of paper. This proof must be carefully scanned, with the original copy as a guide, for all mistakes in spelling, punctuation, diction, and meaning. Often errors in typesetting creep in that must be caught by the proofreader. Like a deskman who revises the copy, the proofreader must watch for typographical errors and mistakes. He indicates his corrections in the proof by a series of marks which instruct the compositor how to make necessary changes. These marks are illustrated on page 172. A few of these marks, formerly used to show errors in hand composition, are now obsolete. The linotype machine has made many old mistakes impossible.

The young proofreader may find the following hints serviceable:

1. Read proof word by word.
2. Cover with a card all lines below the one being read.
3. With the assistance of some one to hold copy read proof aloud to catch errors in sense, as well as typographical errors.
4. Compare with copy all names, figures, tables, athletic scores or summaries, and other unusual material.
5. Make marks absolutely clear. Never cross out a word to be changed; simply draw a line around it, indicating the correction on the margin.
6. Watch for errors in punctuation.
7. If necessary to cut out a word, fill in with others of the same length, so that it will be unnecessary to reset more than one line.

RESERVE
Your Ducat Now For
The Homecoming Day
November 2

THE SOUTHERNER

South High's Spotlight of School Spirit

WATCH
The Tigers Encounter
Teddy's Rough Riders
Today

Volume XXX, Number 3 Minneapolis, Minn., October 19, 1928 Price Six Cents

Tiger Ranks First In All National Vie

Annual With Jungle Theme Places in Yearbook All American Division

Biegert, Holm Editors

Contest Sponsored by the U of M Scholastic Periodical

When results of the Scholastic National Contest were announced, it was revealed that the 1928 Tiger has received an All American award. The contest was sponsored by the Scholastic magazine published by the University of Minnesota for all high school and college yearbooks published throughout the United States.

Entered in the contest for senior high schools, having an enrollment of 1400 or more, the Tiger was given the highest class, that of All American.

Roger Biegert, of the January mid Raymond Holm, of the June classes, were the editors-in-chief. Faculty advisers of the book were Miss Nora Jacobson, Literary, Mr. Oscar Pederson, Business and Miss Lillian Mathias, Art.

Tiger Represents Jungle

With the annual picturing a jungle each department of the book is covered without the usual theme. Animal pictures of different beasts and birds, and a quotation taken from Kipling's "The Jungle." Illustrating the theme, the foreword is written by Principal Joseph Jorgens. The Orange and Black are the predominating colors throughout the book.

Responsible for the departments are the following animals. The Tiger, which includes the school, the owl for the senior graduates, the birds for the arts, the monkeys for humor, and the Seal for athletics.

Special Features Mentioned

Some of the features of the annual which were given full credit were the write-ups of organizations, engravings, typography, paper stock, division and opening pages, and the business management.

Following in the rating upon which all annuals were based, Fourth class, below average, no honors; third class, fair; second class, good; first class, excellent, and All American honor rating was classed superior.

Edda Initiates 29 Neophytes

Sickening Groans Feature Weird Welcome Into Norse Club

O——o—o— Help!

With these yells, terrifying somewhat one shrieking groans, twenty-nine pupils were initiated into the Edda club, Monday night, October 15 in the teachers' lunchroom.

Upon reaching the initiation room the candidates were obliged to be blindfolded and then made with a rubber glove soaked in water. This being the handshake into the club. After this they were led in jump from an elevated plank. Ending themselves only a few inches from the floor however, this was not the greatest of their troubles. New members were compelled to roll a peeled onion across the floor with their noses.

Having gone through the torture prepared by the committee, a lunch was served in the lunchroom.

Gas Engine Classes Visit Reinhard Firm

For the purpose of inspecting industries for vocational possibilities, students of Mr. R. F. Jennings' motor gas engine classes made a trip to the Reinhard Brothers Company, Wednesday morning, October 10.

This shop is the largest automotive electrical and radio repair shop of its kind in the United States. Mr. Perkins, superintendent of the shop, explained the advantages and opportunities offered a young man entering this field of work.

60 Biology Students Make Field Trip With Miss Peterson, Storm

Hundreds of specimen burrs and thistles as well as eighteen different kinds of wild flowers and numerous varieties of insects were assembled by thirty biology students as they trailed through the woods of the Minnetonka Flood Plain, accompanied by Miss E. Peterson, and Mr. A. Storm, while on a field trip, Thursday, October 11 in search of materials for their collections. A tarantula butterfly was seen but escaped capture.

"Because the first trip proved so successful, another will be taken soon," said Miss Peterson.

PRESIDENTS OF SENIOR CLASSES

RAUL KILP
B-Senior Class Head

DONALD SMITH
A-Senior Class Head

All City Press Club to Convene at North High

Get Together Meeting Set For October 29—Kildow To Speak at Club Analysis Gathering

To discuss the merits of the All City Press Club, the Polaris "Jack Sprat" will be hosts at a Get-Together Supper in the North high lunch room on October 29. Miss Nelson E. Blaisdell, literary editor, accompanied by the editorial board of the Southerner Morton Rosh, managing editor, Astrod Anderson, news editor, Doris Watson, department editor, Harry Malberg, sport editor, and two other staff members who have not yet been chosen will attend.

Kildow To Speak

On the program will appear Mr. Fred L. Kildow, the new instructor in the School of Journalism at the University of Minnesota, who lots year is to handle the National Scholastic Press Association, formerly known as the Central Scholastic Press Association.

When he came to Minneapolis two years ago, Professor Merton Johnson, head of the Department of Journalism at the University organized the organization of the All City Press which plan had proved such a success in the city of Cleveland.

New Teachers' Guests At Annual Banquet

In a setting of Japanese cherry blossoms and lanterns, the annual banquet for South's new teachers was given yesterday in the teachers lunchroom. A chow mein dinner was served at 5:30 p. m. New faculty guests were Miss Ludwig, Miss D. Jacobsen, Mrs. Gould, Mr. Reiter, Miss Caylor, Miss Orvil, Mrs. Phelps, Mr. Barnard, and Miss Hammar. Former teachers of South who returned this year were not included in this group.

New Members Needed For Band, Orchestra

Musicians—see's your chance! New members are needed to increase both the band and the orchestra. All you who have a desire for fame as musicians, begin your career now at South high. Positions are open for students playing the cello, viola, string bass, and cello. Positions to the orchestra are open to any one playing a band instrument. Those with previous musical training may be able to get school instruments.

Homer Smith to Speak at P.T.A.

U of M Director to Address Group on Vocational Guidance

Featuring the program of the Parents and Teachers Association of South high to be held October 26 at 8 o'clock P. M. in the auditorium will be an address by Dr. Homer Smith, director of industrial education at the University of Minnesota. He will speak to the group on the subject of "Vocational Guidance." State Senator Arthur T. Nelson and Principal Joseph Jorgens will address the club.

Ty to Miss Rowley's room, a committee of blue members of the organization met and outlined plans for the coming year. The group was composed of Mrs. H. A. Dahl, Mr. Oliver Prentice, Mrs. Maud Wetzer, Mrs. Edward Frenske, Mrs. August Johnson, Mrs. J. P. Speedy, Mr. H. E. Griebenow, Miss Sadie Keatley and Mr. Joseph Jorgens.

Winning Dance Pair Win 'S' Hop Tickets

Judged as the best dancers of South at the "S" hop held Friday evening, October 12, in the gymnasium, where Tarzan Jolseth of room 207, and Clarence Knowlton of room 218, in addition to winning this little, the couple were given tickets for the next dance.

Acting as judges of the contest were Miss Grace Smith, Miss Mabel Carlson, Miss Sadie Keatley, and Vernon Ware.

Savings Club Elect Heads For Fall Term

Lawrence Knott, 119, Chosen President—Meeting Date Changed

Holding its first meeting this term, the Thrift Club met in room 112, October 9 to elect officers for the fall 1928 term. Lawrence Knott, room 119, was elected president. Lois Pyne, room 221, vice president, Dorothy Deaton, room 221, secretary-treasurer, and Leonard Lisa, room 108, was chosen program chairman.

The time and place of meeting had been changed from the second and fourth Thursdays to room 215 at three o'clock, to the first and third Thursdays in room 120 at seven thirty in the evening.

Members of the club decided to levy a dues of twenty five cents on each member rather than to assess each one about money as needed for the club.

C.L.P. Students Map Out Trips

Freshmen Classes Have Made Three Excursions—Plan More for Term

To create a better understanding of the subject of C. L. P., and to arouse a greater interest in community life, excursions are planned each term for the students of the C. L. P. classes.

For the 31 students, a speech at the courthouse on "The Home and Community," by Dr. Roy L. Smith, was the first excursion of the term. Following this, the classes again made a trip to the courthouse where they heard Mr. George Wentzel speak on the subject of "Business Opportunities in the Schools," and Mrs. H. D. Rilley, school board member who spoke on the topic on "How Schools Are Operated and Maintained."

Spark Plug, Southerner Staff Heirloom, Loses Head and Tail; Thoroughbred Five Years Old

Rustics are often deceived by an old rustical ballyhoo that proclaims: Here is a horse with his head where his tail is supposed to be and his tail where his head should be." After the visiting victim had paid his quarter, he was admitted to an icehouse where a horse was turned about in a stall. That is apropos of nothing much. Nevertheless South high has a beloved horse who possesses neither head nor tail. He is Spark Plug of the Southerner staff. Truer thoroughbred never lived up at the barrister than he. Yet, now, because of accident, he has lost both head and tail.

Sparky Without Head and Tail

True to life, Spark Plug has his march patched cool and gunned deeds but that isn't getting his head back. He has had many owners but never

Seniors Pick Officers For '28 Fall Term

Donald Smith Elected to Lead A Scurry This Fall

Kilp Heads June Class

Primary Election Method Is Successful, Miss Watt States

When results of the senior elections held Monday and Tuesday October 15 and 17 to room 216 were announced Donald Smith was named president of the January class and Paul Kilp won the distinction among the June graduates.

In the A senior elections, a new method was used. A primary election was held, at which students chose their nominees. A final election was held to determine officers.

Donald defeated Harry Malberg candidate for this office by but few votes. The new officer held this post like during his A junior year, but during his B senior term, he was forced to give the president to Harry To. Donald fails the honor of leading the march to January with the president of the Torchbearers will preside.

(Continued on Page Three)

Russian Born Frosh Tells of World War Hardships in Book

Writing a book of her life and travels is the project which Miss Orsveld, a freshman girl, enrolled in the commercial course in Miss Mosier's room, 202, has begun.

During the World War Miss, with her mother, brother and sisters, lived in Kief, Russia. The family suffered innumerable hardships. Miss tells of a time when twenty five families lived in a two room. The majority of them ill with an epidemic, the flu. They were given only coarse black bread to eat and very little care.

Finally, after the Armistice had been signed, Miss's mother, brother and sisters found work. She, herself, danced and sang in a cafe.

Strange Beast Has Its Den In South Basement

"Whoi, he eets them alive!" Yes it's true. At late hours of the night, a conscious beast, known chemistrically is somewhere in the lower regions of South high school, indulging in the strangest of eating habits. Despite his murderous intentions and practices, the culprit does not hide in the day time but blissfully glides about unmolested as though he were lord of the realm.

For several weeks he has wait on a hunger strike, but more recently he has been known to swallow three unconscious victims at one mouthful.

For two solid weeks this shark like crime has been the nocturnal pastime of Corky biology pet rabbit in Miss Peterson's laboratory, room 1 [illegible] since he constitutes Corky's favorite diet.

Shorthand Teacher Studies At Caton

As a speed artist, Miss Frances Covell, shorthand teacher in room 205, is credited with double skill. Most of her spare time is devoted to the study of shorthand at Caton Business College in her desire to become more expert as a shorthand teacher.

Rivaling her speed ability as a shorthand writer is her efficiency in mastering to two weeks Mrs. Covell and her husband covered 3,100 miles in their trip from Minneapolis

JORGENS, SON ON WEEKEND HUNT

Son's Future Occupation Is Principal's Dilemma

109, Frosh Feminine Advisory, Organizes

With the distinction of being the only home room in the building consisting entirely of girls, the thirty-nine 9B freshmen in Miss Nora Jacobson's room, 109, have organized for entertainment.

They have elected Bernice Wambem, president; Mildred Martinson, attendance clerk; Geraldine Wuthen, banker-keeper; Anna Zanesky, social, and Edytha Swanbar.

Publication of All South Book Set October 30

English Committee Arranges Two Programs for Introduction

To promote interest in "Gifts of the Sand," a book composed of creative student writings, Monday and Tuesday, October 29 and 30, have been set aside as "feature" days to advertise the book. The book goes on sale the second day of the advertising campaign.

According to Miss Ida V. Nelson, in charge of the program, two entertainments will be presented to the audience. Members of the program on Monday include selections by the school orchestra, a short talk by Mr. Jorgens on announcement by Eugene Hosley, treasurer of Pegasus Poetry Club, the reading of the foreword by Miss Rose MacIlvy, and an outside speaker.

(Continued on Page Three)

Choral Clubs to Present Messiah

Presentation To Take Place in School Auditorium Before Christmas

Under the direction of Mr. Henry Grichenow the glee clubs will present the Messiah" just before Christmas, in the school auditorium. This will be the first time since her new stage has been built that a presentation of this kind has been given. In addition to the glee club members, Mr. Grichenow will pick out the best operatics from his chorus classes, and these will fill in the necessary places. Approximately three hundred students will take part in this entertainment.

Family Ponders on Whether Junior's Ability to Score Bull's Eye Indicates Good Business Profession

Proving no exception to the rule, Principal Jorgens' family presents the usual quandary in the household as to future vocations of the younger members of the group. If hitting the bull's eye on a target with a 22 calibre Remington, as pictured above, indicates a business profession, if repairing a lake boat shows engineering ability, then ten-year-old Joseph Junior has promise of making good in either career. If picking a good curve to baseball prophesies an artist's career, this lad's success is assured in this profession. Although he possesses football "inna," including the jacket and shoulder braces, Mr. Jorgens does not believe that his son will try to prevent bolters from South's famous football star, "Molly" Nydahl.

Following her mother's lead in dramatic talent, Mr. Jorgens daughter, Jean, honor student of the January '29 class of West high school, has the leading role in the class play "Pumandar Walk."

The Jorgens family is planning to spend week-ends at their summer home near Ogilvie, Minnesota. The farm is situated on one side of Lake Ann, named after Mrs. Jorgens.

High School Essay Vie Held by W. C. Durant

For an essay on the best plan to make the Eighteenth Amendment effective, a twenty five thousand dollar prize is offered by W. C. Durant. An additional prize of five thousand dollars will be awarded to the originator of the best essay among the high schools and preparatory schools only.

To give expression to the people's thoughts on the subject of law enforcement, particularly of prohibition, is the object of the contest. Each school is entitled to one prize only, and all essays must be typewritten and entered into the contest before December first. Prizes will be awarded December 28.

Four Plays Considered By City Studio Players

Among the plays being considered tentatively by the Studio players for the season's program are "White Wings," "The Master Builder," "Romance," and "Mrs. Bumpstead Leigh," according to Miss Helen Pfeil, drama teacher of room 215. Miss Pfeil is a member of the board of directors of this organization.

'S' Band Director Leaves Hospital

Allen Abbott Recuperating At Home After Six Weeks' Illness

After spending six weeks at the Deaconess Hospital, Mr. Allen Abbott, director of the South High Band and Orchestra, has returned to his home where he is now convalescing from a recent illness. Glad to be at home he declares the best hours by enjoying his radio. Mr. Abbott is not allowed to receive visitors but he hopes to hear from his friends at South high school by telephone. The South crew keeps him in touch with school activities.

During the five years that Mr. Abbott has been directing South's band, its membership has increased from seventeen to seventy four players and it has won three consecutive state championships. Mr. Abbott expects to return to his work in a very short time.

Alumni Plan Homecoming November 2

Annual 'S' Reunion Is Date Of South, Central Grid Game

Proceeds Go To Band

Faculty Committee Plan All Day Program in Auditorium

Combining Orange and Black day with homecoming, plans are well under way for the annual celebration to be given November 2, the day of the South Central football game.

The following committees have been appointed to assist in planning the program, dancing, decorations, banquet, and the sending of invitations to alumni: Mr. Wayne Johnson, tickets; Dr. Charles Markert, program; Mrs. Henry Dahl, dinner and publicity; Mr. Ernest Ortwreder, advertising, and Miss Margaret Mathews, auditorium program.

Alumni in Charge of Banquet

Alumni will have charge of the banquet, and a tentative program has been planned. Dr. Charles Markert will act as toastmaster. Toasts will be made by Mr. Arthur T. Nelson, president of the alumni association, Judge Leary, Mr. Walter E. Johnson, Mr. J. V. E. Fisher, Mrs. Manley Pooseer, Mr. Joseph Jorgens, Mr. Stanley Johnson, and Mr. Kenneth Johnson. The last two speakers were presidents of the January and June '28 classes.

For the purpose of raising money to buy uniforms for the band a continuous program and sale will be conducted throughout the building on this day.

School Colors On Sale

Banners, caps, sweaters and other articles made of the school colors will be placed on sale. Among the various stunts planned are a fish pond, gypsy fortune telling, a silhouette and old curiosity shop. Booths for shoe shining, and Christmas cards are being arranged for.

A continuous program will be given in the auditorium. This will include vaudeville and movies.

Faculty members in charge of the arrangements for Orange and Black Day are Miss Grace Smith, Miss Harriet Lucas, Miss Bessie P. Knight, Miss Mabel Carlson, and Miss Harriet Hoffa, chairman.

U.S. Navy Band Gives Program

Combination of Classical, Jazz Music Promised For October 22

In the double role of rendering a combination of jazz and classic music in one program, a real hit is promised when the United States Navy Band gives its matinee and evening performance Monday October 22, at the municipal Auditorium under the auspices of the Minneapolis Teachers' League.

Due to the variety of calls for band service, the organization is composed of several units. Among the most popular bands in the United States Navy Band from which all or part of the numbers of the matinee performance.

In a little more than six years, this organization, composed almost entirely of men under forty has attained an enviable position in the musical world. Due to this reputation, the band is able to command the services of the best of the nation's musicians and soloists, who forego larger salaries for the artistic benefits to be derived from membership in this group. Several of these may be studied under Old World masters in music. Many have conducted orchestras of their own. Their every soloist has the rank of bandmaster speaks for itself.

Miss Guy's History Classes Introduce Novel Study Plan

For the purpose of studying current events, pupils of Miss Ann Guy's World History classes have organized baseball teams. Similar to athletic teams, each has a pitcher and a catcher, the pitcher throwing a question at the batter of the opposing side, which, if not answered by his batter, is caught by the catcher. Unlike baseball, the batter is allowed only one strike, but he must answer three questions correctly to make a score. Students who have helped to make the plan successful are: Lawrence Carlson, June Carlson, Marion Johnson, Virginia Cole, John Kmeth, John Cross, and Richard Johnson.

An Inviting Front Page

Here is a well-balanced makeup, using headlines set in caps and lower case, and enlivened by clear engravings. The page achieves good contrast and emphasis. Note how the three-column head at the bottom weights down the page.

PROOFREADERS' MARKS

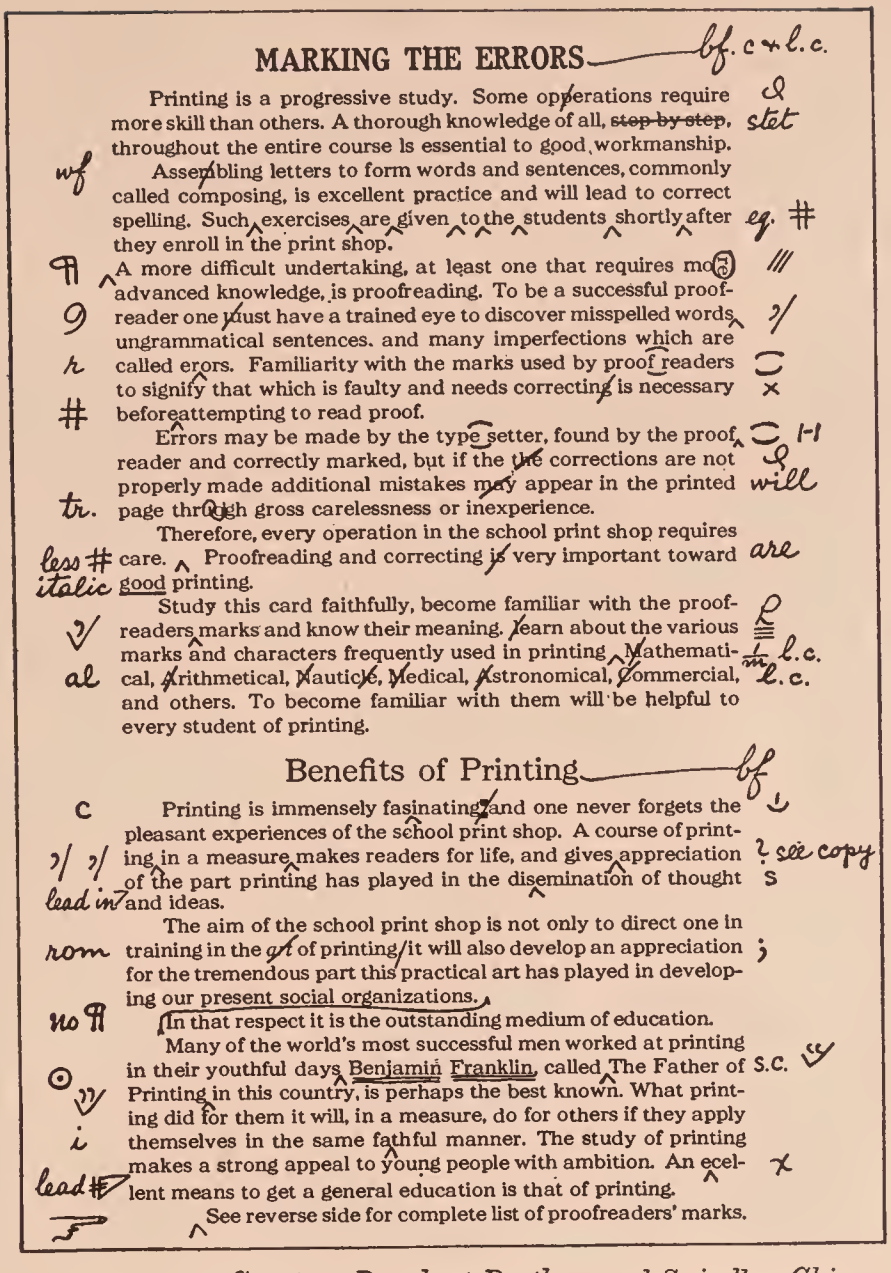
Cap	Capitalize.
lc	Lower case; small letter.
δ	Delete; omit.
stet	Restore the words crossed out.
∧	Insert at the place indicated.
⊙	Insert a period.
∧,	Insert a comma.
∨"	Insert quotation-marks.
=/	Insert a hyphen.
×	Imperfect letter.
ϑ	Letter inverted; turn over.
¶	Make a new paragraph.
No ¶	No paragraph.
#	Put a space between.
⌣	Smaller space.
⌔	Close up; no space needed.
∨ ∧	Badly spaced; space more evenly.
⌣	Quad shows between the words; shove down.
wf	Wrong font.
tr	Transpose.
⌐	Carry to the left.
⌊⌋	Lower.
⌈⌉	Elevate.
//	Straighten crooked lines.
lead	Add lead between the lines.
δ lead	Take out lead.
(?)	Query: Is the proof correct?

8. Many headlines are set by hand. Look for letters that are smaller or larger than they should be. Mark the proof *wf* meaning *wrong font.*

9. Write all corrections in the margin and not in the body of the set matter, and see that the lines indicating changes do not become confusing.

10. Watch for transpositions, probably the most common error in machine-set type, as *rahter* for *rather.*

11. Above all things read proof *accurately.*



MARKING THE ERRORS

Printing is a progressive study. Some operations require more skill than others. A thorough knowledge of all, ~~step by step~~, throughout the entire course is essential to good workmanship.

Assembling letters to form words and sentences, commonly called composing, is excellent practice and will lead to correct spelling. Such exercises are given to the students shortly after they enroll in the print shop.

A more difficult undertaking, at least one that requires more advanced knowledge, is proofreading. To be a successful proofreader one must have a trained eye to discover misspelled words, ungrammatical sentences, and many imperfections which are called errors. Familiarity with the marks used by proofreaders to signify that which is faulty and needs correcting is necessary before attempting to read proof.

Errors may be made by the type setter, found by the proofreader and correctly marked, but if the the corrections are not properly made additional mistakes may appear in the printed page through gross carelessness or inexperience.

Therefore, every operation in the school print shop requires care. Proofreading and correcting is very important toward good printing.

Study this card faithfully, become familiar with the proofreaders marks and know their meaning. Learn about the various marks and characters frequently used in printing. Mathematical, Arithmetical, Nautical, Medical, Astronomical, Commercial, and others. To become familiar with them will be helpful to every student of printing.

Benefits of Printing

Printing is immensely fasinating and one never forgets the pleasant experiences of the school print shop. A course of printing in a measure makes readers for life, and gives appreciation of the part printing has played in the disemination of thought and ideas.

The aim of the school print shop is not only to direct one in training in the art of printing it will also develop an appreciation for the tremendous part this practical art has played in developing our present social organizations.

In that respect it is the outstanding medium of education.

Many of the world's most successful men worked at printing in their youthful days Benjamin Franklin, called The Father of Printing in this country, is perhaps the best known. What printing did for them it will, in a measure, do for others if they apply themselves in the same fathful manner. The study of printing makes a strong appeal to young people with ambition. An excellent means to get a general education is that of printing.

See reverse side for complete list of proofreaders' marks.

— *Courtesy Barnhart Brothers and Spindler, Chicago*

How Proof is Read

This brief article about printing contains much valuable information.

Arrangement of Advertising. Advertisements should be symmetrically set up and attractively arranged. One of the best methods to bring reading text and advertising masses into close contact is the so-called "stair-step" makeup, beginning with an advertisement at the bottom of the page and continuing the ads to the upper right-hand corner. This arrangement gives the page an appearance of neatness and care. The news fills its own alloted portion of the page,

while neither news nor advertising encroaches one on the other. Hodgepodge methods of arranging advertising at the expense of the news is damaging to both.

Pictures and Engravings. One of the best investments the staff can make is the purchase of a camera for the taking of photographs to be used in illustrating stories for publication.

— Courtesy Chicago Daily News

A Halftone Picture that Tells a Story

If these youngsters knew they were being photographed, there is no evidence of the fact. This is a typical scene, natural, graphic, and rich in qualities that make a good illustration to accompany a "feature."

Prints from these negatives may be furnished local newspapers for the making of cuts, group layouts, which in turn may be run later by the school weekly. Live pictures aid in makeup and give graphic appeal to type pages. If a student photographer is commissioned to get the views, care should be taken to snap characteristic action into the photograph. Stiff studio posing is worse than no picture at all. A glimpse of girls busy at their tasks in a domestic science

demonstration is reproduced herewith, as an example of what can be done when the camera man has news sense.

Two kinds of cuts are used in newspapers, *halftones* and *line engravings*, both produced by photographic process. For a halftone print, the picture is first photographed through a screen of cross-lines in the engraver's camera, so that it is broken into tiny dots, larger in the shadows and smaller in the lights. Hence the name *halftone.* The stippled face of the cut takes printer's ink much better than if it were a flat surface. The halftones may be made with varying number of dots, determined by the mesh of the engraver's screen. For newspaper reproduction coarse halftones of zinc are preferred; for magazine and book work a finer screen and more durable copper face.

A good example of a line drawing is the cartoon, reproduced on a zinc printing plate that bears on its surface the lines of the original drawing in black and white with no intermediate shadings. Such reproductions are generally taken from drawings made three times larger than the finished engraving.

Both types of cuts are shown in this book.

Poor photographs handicap engravers. If the print is not sharp and clear, it is best to throw it away and get another exposure. Cuts cost considerable money and should not be ordered without approval of the adviser. Once made, they may be labeled and stored in a cabinet for future use in illustrating stories about students, instructors, and alumni.

CHAPTER XI

THE REPORTER'S USE OF WORDS[1]

Ancestry of Words. Words like men go on strange odysseys. They see much, bear hard buffetings; and if a word could speak for itself as well as it speaks for others it might say with Ulysses in Tennyson's poem, "I am a part of all that I have met."

The little word "nice," for example, has quite a past to look back upon when it isn't busy — which is very seldom, these days. It was born of a Latin word, *nescius*, meaning "foolish" or "ignorant." That is what it means in Shakespeare, and what it had been meaning for centuries before Shakespeare came to London to try his hand at acting. Then, as England entered into the eighteenth, the "civilized" century, "nice" became narrowed down to mean *foolish over trifles.* Then it gradually took on the meaning of *exact, discriminating*, because a *nice* person was likely to be one who was careful of little things. Today it still holds this meaning in good writing, but among people who are not *nice* in their speech, it is probably the most general of all words meaning *good, excellent* — a colorless label of semi-approval.

English is truly the melting-pot language of the world. Almost every great language has contributed and may be said to hold stock in the English tongue. Of the twenty-five principal languages to which the English vocabulary is mainly traceable, Spanish has given it such words as *contraband* and *stampede;* Dutch, *yacht, furlough;* Arabic, *magazine, assassin;* Greek, *priest, dialogue;* French, *program, prestige;* Italian, *cartoon, bust;* Hindustani, *bungalow*, and

[1] The authors are indebted to Professor Lawrence Martin, of the Medill School of Journalism, for some of the material used in this chapter.

so on. In spite of all these borrowings, English is basically a Germanic language, greatly enriched by Norman-French.

Stories in Words. A language may be looked upon as a great epic or novel in which the separate words are the characters. There are heroes and villains among them. In every one of these language-novels there are three main kinds of plots, which go by the very pretentious names of "generalization," "specialization," and "degeneration."

An example of generalization is seen in the history of "place." From a Greek word meaning *wide*, it was quite early applied to a wide street or square. Today it may mean any location or situation, mental as well as physical, for example, as in the phrase, "in the first place." "Pain" once meant *fine* or money compensation, then punishment for crime; now it means any kind of suffering, mental as well as physical, whether punishment or not.

"Generalization" is the widening of a word's meaning; "specialization" is its narrowing or intensification. Consider the words that used to be employed for "throw." The old Anglo-Saxon word was *warp*, but with use it became too weak, evidently, for it gradually lost out to a borrowing from the Scandinavian, *cast*. "Warp" still remains in the language with traces of its original meaning. A piece of wood, when warped, is thrown out of its plane, and the same holds true when we say that some one's judgment is warped. "Cast" triumphed because it was a new, strong word, but it too lost out, and stays in the language today only in a figurative meaning, as in "forecast" and "to cast up accounts." The new word that forced it out was the powerful "throw" which originally meant *turn* and *twist* in torture. We still say "thrown out of joint." Today there are signs that we are tired of "throw," that it has grown old and weak; and every boy who substitutes *fire, shoot, sling, peg* for *throw* is illustrating this never-resting movement of change in language.

Changes in Meaning. Equally interesting is the degenera-

tion plot in language. Words, it seems, have a very human tendency to lose their respectability. In "nice" we saw a word that had climbed up out of bad beginnings, traveling from foolish to excellent. Many words, alas, travel downward.

"Vile," for example, originally meant *cheap*. The same sad fate is overtaking the word "cheap" itself, which is gradually acquiring the connotation of *shoddy, mean, poor, vulgar, common*. "Common" and "vulgar" were both good words in olden times, meaning *belonging to the ordinary people;* but now they usually mean that in a bad sense.

Two words connected with the theater have fascinating pasts. *Foyer* is the French word for hearth (same derivation as our word "fire") as well as the Anglicized French word for theater lobby. In the seventeenth-century French theater the heating responsibilities rested with two huge fireplaces in the rear of the auditorium, where in winter between acts, the audience promenaded and tried to get its blood to circulating again. We borrowed the word and the thing, including the fireplaces, but in an age of steam and electric heat we have discarded the fireplaces and kept the word.

"Scene" is very old, taking us back to the very beginnings of the theater. Back of the Greek stage of the sixth century B.C. stood a tent which the actors used as a dressing room. This tent was called the *skene*, as all tents were called *skene* or *skins*, because that is what they were made of in precanvas days. By and by some one got the notion of painting a picture on the side of the tent facing the audience. This picture has grown in size until it fills up the whole of back-stage space; and the word has grown so that, when we talk now of beautiful scenic tours, we go back to ancient days when men's clothing and habitations were of skin.

Words are modest; they do not brag about themselves; and often we might look *at* them instead of beyond them with profit and some pleasure, for when closely examined, they

reveal secrets of strange goings-on in the world of men. When a word comes down from old times, things stick to it along the way, things that the curious person would be unwilling to miss.

Acquaintanceship with Words. The real equipment of a writer is a mental one. Not only must he be able to see clearly but he must be able to make other people see as well. Not only must be he able to remember what he hears but he must be able to convey that information to some one else. And to perform this function he must have at his instant command words and phrases that adequately transfer his ideas, impressions, memories, experiences, and observations to the mind of the reader. This is not so easy an assignment as collecting the facts for a news story, but it is essential to the success of any boy or girl who aspires to become a reporter. *He needs to have a wide acquaintanceship with all sorts of words and to use them with discrimination and skill.*

It is the purpose of this chapter to show how these symbols of mutual understanding may best be employed and how the writer may find the easiest road to the mind of his reader.

As a test case, here is a story of a lion fight. A study of the concrete symbols used by the writer will be profitable.

A battle to the death between two enraged lions at the Detroit Zoological Park has cut down the lion den by one and put Leo in undisputed authority over the leonine group.

The fight began following a jealous rage on the part of Leo, who had assumed the position of overlord. Visitors to the Zoo have noted him sitting in solitary grandeur high up on the rocky face of the den and sending out roars of defiance from time to time. His rival, Menelik, a somewhat smaller lion, sent snarls up to Leo once in a while but made no direct attack.

The lions were being driven from the open den to the cages in the rear of the rocked wall and a space of about six inches was left between the door of the cages and the sliding door that provides a passage from Leo's cage to his rival's.

The smaller lion thrust his paw under the door and Leo seized it. In the struggle to tear away his paw Menelik got a shoulder under

the door and it was raised. In an instant Leo was in the other cage, and the uproar of their battle rang out over the park.

Terrific snarls, growls and roars brought attendants running from all directions. The other lions, excited over the battle, added their roars and howls to the deafening racket. A fire hose was turned on the battling lions, drenching them and sending them reeling against the back of the cage but in no wise separating them.

Blank cartridges were fired close to their heads, but they were indifferent to anything but the bitterness of their struggle. The whole line of cages shook with the fury of the big bodies as they hurled themselves about in the narrow confines of the cage.

Bullets were not used as the guards feared they would kill both beasts, and if the worst came to worst the victor, at least, would emerge alive. Iron bars were used to beat the struggling lions, but straws might as well have been used.

Leo, at last, with a lightning swift lunge caught his rival by the throat and sank his great teeth deep in the yellow throat. A rain of blows failed to make him loose his grip until the rival collapsed in his jaws.

He then was driven back and into his own cage. The rescue, however, came too late. Menelik bled to death a few minutes after his slayer had been subdued.

The hide of the dead Menelik has been given to Walter O. Briggs, who gave the den of eight lions — now seven — to the city. He plans to have a rug made from it.

A careful examination of Leo indicated that he suffered no injuries of any moment. His heavy mane protected his throat. The imprint of Leo's four fangs made as many complete holes in Menelik's skin.

— *Detroit News*

Poetry probably comes nearer to fulfilling this vivifying function of words than any other written medium. The student of word values may improve his art immeasurably by the reading of good verse and by attempting to write it. For example, study the imagery of this poem: [1]

THE WEATHER

Sometimes the weather is a man
With gray cloak flying free;
His coat of mail is icy hail,

[1] Reprinted from *The Youth's Companion* by permission.

A stormy steed rides he.
I cuddle in my bed at night
With curtains gathered fast,
While just outside the window pane,
With clinking spur and rattling rein,
He gallops, gallops past.

Sometimes the weather is a girl
With eyes of bonny blue;
Gay flowers twined in every curl,
Green buckles on each shoe;
Her mantle's wrought of shining gold,
Her face is sweet with fun;
She reaches out and takes my hand,
And, laughing, through the happy land
We run, run, run!

— *Nancy Byrd Turner*

When the young writer is tempted to use a vague, abstract term, let him pause for a moment in search of a more specific symbol. The word "instrument," for instance, may resolve itself into *forceps, needle, scalpel, microscope;* the all-inclusive "mechanical energy" may live again in *snorting locomotive, grinding brakes, chugging motor, shrieking whistle.* To say that a thing is *lovely* means very little to the reader; let the reporter specify *why* it is lovely and attempt to picture its loveliness.

The Gaudy Word. The artist in words, however, is apt to lay too much color on his canvas in his effort to be picturesque. This is particularly true when he is caught on the crest of some enthusiasm or emotion, which impels him to seek ornate adjectives under the delusion that adjectival ecstasies make for force. Quite the opposite is true. Repression is generally more effective, more convincing, than gaudy decorations.

A newspaper legend affirms that an "enraptured" cub reporter once produced this word picture of a fire:

> The grim, red god of fire demanded his toll on Smith street yesterday. Pandemonium prevailed when he slaked his appetite on a magnificent residence at 4 p. m. The building was soon one continuous, seething inferno, and great tongues

> of flame leaped high toward the heavens, seeking to poison with their fury the billows of smoke and send them on and away to carry further destruction elsewhere. Great streaks of livid light shot through the pall of blackness which hung overhead and outlined the monster, rolling gaseous clouds in grim and ghastly figurations. Soon the residence stood a gaunt specter of its former self, its massive timbers holding up and standing forth like huge skeletons lashed by the hellish tongues of the furies of inferno.

Now, of course, word photography does hold an important place in newspaper writing. Graphic description serves as a setting to interpret a dramatic incident, but mere piling up of extravagant words and phrases does not build reader-interest. The seasoned reporter, sent to get news about the fire, would have investigated the cause, found out about the loss of life and property, described how the firemen worked to save adjoining buildings. A bystander's impressions of the blaze as a colorful spectacle might be included in the news story, but only as incidental scenery.

The Familiar Word. A reporter who wrote that a society had been organized for the "distinction" of the fly, honored the fly, but did not show his own capacity to use words correctly. Long, high-sounding words, whose meaning is not clearly understood by the writer and which bring confusion to the reader because of their unfamiliarity, should be carefully avoided. To speak of "performing ablutions," when the reporter means "washing the face" is a stilted affectation.

A notice was given to applicants for admission to a flying school in Australia that they must show that they possessed inherent flying ability. Some of the candidates asked in what this ability consisted. They were told that

> "the pilot must possess the innate faculty of selective and instinctive discrimination of the stimuli of the sensormotor apparatus to harmoniously adjust metabolic changes in physiological and psychological equilibrium in such manner as to comprehend and assimilate instruction in the attributes essential to perform the

intricate and complex operations which constitute the details of pilotage."

The idea underlying this assortment of words seems to be that a successful airman must have a "feeling" for flying, just as a reporter must have a "feeling" for writing. A scientific treatise may deal in technical terms unfamiliar to the layman, but newspaper stuff must use familiar words that do not require frequent journeys to the dictionary to find out their meanings.

Of course, preference for short, familiar words does not mean adopting the vocabulary of the school primer. Many ideas cannot be expressed readily in the language of the street.

Don Marquis once wrote a little poem on the subject of word selection which serves to put the pompous writer in his proper place. It reads:

> I do not work in verse or prose,
> I merely lay out words in rows;
> The household words that Webster penned —
> I merely lay them end to end.

The Emphatic Word. A writer is like a railway brakeman — it is his business to couple scattered words into complete sentences so that they move swiftly and smoothly toward a specific destination. The locomotive is the driving force of a train; the opening words, properly placed, do a similar service in propelling the well organized sentence.

The beginning and end of the sentence need careful attention. If the headlight word, one which represents an important thought unit is shoved into the center of the train or attached to the end as a caboose, the entire sentence fails to make the grade. Nouns and verbs, brought into close relationship, pull most of the load. Adjectives and adverbs help, but their contribution has been greatly overestimated.

Note how emphasis to the main thought is achieved in this sentence taken from Kingsley's *Westward Ho!*

Land! Land! Land! Yes, there it was, far away to the south and west, beside the setting sun, a long blue bar between the crimson sea and golden sky. Land at last, with fresh streams, and cooling fruits. . . . And there, too, might be gold, and gems, and all the wealth of Ind. Who knew ?

Take another example:

Penny papers, tabloids, and the like are destined to remain unread on the street cars of Los Angeles if the newly organized Commuters School proves a success. In their place, passengers will pore over history, English, economics, law, and natural science texts, or volumes dealing with advertising, art appreciation, home building, gardening, aviation.

Every day is registration day for this school. Work begins each morning when the motormen in the big red suburban cars clang their bells. Then busy workingmen and women will take out their texts and become students. And when the ride is over, part of their day's lesson will be done, to be completed on the way home. Thus it may come to be said that many leading men and women accomplished much of their schooling. And in this way educators plan to make knowledge a common possession in California's metropolis.

In the foregoing, observe how the conditional clause is attached at the end of the first sentence, also how the second sentence adroitly continues the thought stated in the opening words. Paragraphs that follow are so skillfully coupled to the statement in front, that the whold train of words moves forward without jar or friction.

In this connection, here is a classic bit of advice given by Flaubert to de Maupassant:

Whatever one wishes to say, there is only one noun to express it, only one verb to give it life, only one adjective to qualify it. Search, then, till that noun, that verb, that adjective are discovered; never be content with 'very nearly,' never have recourse to tricks, however happy; or to buffooneries of language; to avoid a difficulty. This is the way to become original.

The Rhythm of Sentences. Few words may be considered apart from their relations to other words. Often stragglers

at the end of the sentence give the impression of complete disorganization, when only a moment's thought is necessary to get them into their proper places in the line of march. Sentence rhythm needs to be studied carefully. A good way to find and rectify awkward formations is to read the sentence aloud; then make necessary alterations to bring smoothness and charm to the entire production.

In one of his essays written for the Society of Pure English, Robert Bridges, the poet, quotes this example of prepositional warfare:

SICK GIRL (*to her nurse*): I want to be read to.
NURSE: What book do you want to be read to out of ?
GIRL: *Robinson Crusoe.*
(*Nurse cannot find that book so she brings the next best thing, "The Swiss Family Robinson."*)
GIRL: What do you bring me that book to be read to out of for?

Figures of Speech. The newspaper may make the statement:

> Mrs. Selma Weiss of 1756 West Division Street was out yesterday with her civic broom. As a civic coöperator — one of the thousand appointed for the betterment of the city by Mayor Thompson — she exercised her duty of sweeping the Sixteenth ward of cobwebs in such matters as sanitation, fire prevention, and loose papers.

When one reads this a picture swims before the eyes, a picture of the woman who swept the cobwebs out of the sky. Mrs. Selma Weiss, however, is a real woman sweeping the Sixteenth Ward with a civic broom. In fact, her housekeeping extends over an entire block. Of course, no one would take this description literally; it is a figure of speech.

Does any reader ponder the meaning of such words as "American Boys Called to the Colors"? The *colors* stand for the flag, the red, white, and blue. We see flags waving, troops marching, crowds huzzahing; that is, the word *colors* connotes, or suggests feelings and sensations not indicated by the literal meaning of the word.

An editorial writer summed up his opinion of claptrap policies advocated by a pompous candidate for governor when he called them as "unimportant as a new scratch on a four-year-old automobile" — a striking comparison known as a *simile.* A paragrapher on a high school paper coined another felicitous simile when he said that the football coach was "as busy as a one-armed man trying to open an umbrella."

When a writer omits the words "as" and "like" and simply calls a thing by another name, he produces a *metaphor:*

Bob Larkin was a stone wall of defense.
His talk was an incessant play of fireworks.

Figurative devices convey the meaning better than formal description, patched with generalizing words and phrases. When skillfully used, figures of speech save a multitude of words and bring vividness to newspaper writing.

Young writers often offend, however, in mixing their figures of speech. A reporter once wrote that "the aviator left no stone unturned to win the altitude record," which may be matched by the expression "the orator was not blinded by the blare of the brass band." Excursions in English may safely be undertaken by trained writers. It is better to produce plain, rugged prose than to relapse into far-fetched similes and metaphors meant only to exhibit one's literary cleverness.

Slang, Good and Bad. Slang, which clothes old ideas in new garments, and brings a fresh tang to life, deserves a place in the word box of the reporter. When it becomes cheap jargon, the lazy man's refuge, it ceases to command respect.

The chief objection to slang is that it is unintelligible to many of the people on whom it is inflicted. Children and women — some men — do not know the meaning of "bumped the pill into the right garden," "walloped the rawhide," "he certainly knows his onions." All bewildering substitutes for plain, simple English.

Some young people seem totally unable to refer to an acquaintance without the use of "guy," "gink," "bird," or "peach." Their fondness for extravagant adjectives is equally unrestrained.

A reporter must use words rooted in common speech. At best, current slang is untried language. Much of it is slovenly and in bad repute. Its indiscriminate use cheapens speech and cripples the vocabulary.

The Hackneyed Phrase. A lazy reporter, limited in his vocabulary, is generally addicted to the use of the hackneyed phrase, written repeatedly to describe the ordinary acts of life. A bromide is an expression lacking in originality, words which have been so overworked that they have lost all their freshness and charm, if indeed they ever had these two qualities. These threadbare expressions rush automatically to the mind of many writers as soon as occasions prompt them.

The accompanying list of "bromides" contains trite, exaggerated, stilted expressions common to many newspaper stories. They need to be eliminated from the reporter's vocabulary, and are printed here as a warning. Others may be added as found.

Affixed his signature
Along the line
Any way, shape, or form
Appropriate exercises
Asleep at the switch
Bated breath
Beggars description
Becoming modesty
Bids fair
Breathed his last
Break-neck speed
Breathless silence
Burning question
Busy marts of trade
Canine
Close proximity
Conspicuous by its absence
Cortege
Checkered career
Cheered to the echo
Dan Cupid
Dark as pitch
Daring robbery
Departed this life
Delicious refreshments
Devouring elements
Denizens of the deep
Divine passion
Doomed to disappointment
Downy couch
Dropped in his tracks
Edifice was consumed
Favor with a selection
Fair sex
Fair Luna
Feathered songsters

Finny tribe
Firm, clear tones
Floral offerings
Foul plot
Getting along as well as could be expected
Giant pachyderm
Good-natured crowd
Green with envy
Groaning table
Heart of the business section
Herculean efforts
Host of friends
In durance vile
Infuriated animal
Innocent bystander
Immaculate linen
Inclemency of the weather
It goes without saying
Jupiter Pluvius
Kiddies
Land-office business
Large and enthusiastic audience
Leave no stone unturned
Like rats in a trap
Milady
Miraculous escape
Murder most foul
Musical circles
Never in the history of
News leaked out
News hound
Nipped in the bud
Officiating clergyman
Old Sol
Pale as death
Pedagogue
Pillar of the church
Political pot is boiling
Popular debutante
Rare treat
Reached the goal
Recipient of many beautiful presents
Rendered a few selections
Rodent (when speaking of rat or mouse)
Rosy dawn
Rooted to the spot
Sea of upturned faces
Sensational failure
Severed his connection
Shook the dust from his feet
Speculation is rife
Solon (speaking of legislator)
Supreme sacrifice
Swathed in bandages
Taken into custody
Tear-dimmed eyes
Tendered his resignation
Tired but happy
Tiny tots
To the tune of
Toothsome viands
To the bitter end
Trip the light fantastic
Undercurrent of excitement
Vale of tears
Vast concourse
Wee, small hours
Wended his way homeward
War to the knife
Whipped out a gun
Worked like Trojans

CHAPTER XII

THE HIGH SCHOOL EDITORIAL PAGE

The Meeting Place. "Why are you in such a hurry?" asked a friend as he encountered a neighbor rushing down the street.

"Oh, my wife's out of town," came the prompt answer. "So I'm going down to the drug store to get a New England boiled dinner."

If the modern pharmacy has changed in the variety of goods it offers customers, what shall we say of the enlarged service of the modern editorial page?

Once the reader encountered only a scant column or two in which the editor "pointed with pride" or "viewed with alarm." The editorials were often verbal fodder, lacking in pith and vitality and based on subjects so abstract as to discourage extended reading. The editorial page was known as the heaviest stuff in the newspaper. Many subscribers gave it a fleeting glance and passed on to more attractive offerings.

But today the well-conducted editorial page has come into its own. In a peculiar sense it offers itself as a meeting place for the paper's family of readers where they may not only hear other persons talk, but are given a chance to participate in the discussion. Here the personal note, drowned out in other parts of the paper, sounds strong and clear. Members of the editorial board have their say; the cartoonist pictorializes his opinion in apt caricature; various well-known column conductors print their reflections and observations, assisted by their contributors. Verse, short stories, expository essays, paragraphs, letters, reviews, feature yarns, advice and counsel here array themselves in

Page Two — The Longwood Ledger — December 23, 1927

The Longwood Ledger
Longwood Commerce High School

3311 East 30th Street, Cleveland, Ohio
Telephone Prospect 4598

Published weekly during the school year by students of Longwood Commerce High School. Printed by The Independent Press 2182 East Ninth Street.

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Humor Editor ..... Helen Lasch
Feature Editor ..... Florence Mordwinkle
Sports Editor ..... Seymour Nemo
Circulation Manager ..... Frank Failing
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Advertising Secretary ..... Alma Dohan
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Advertising Staff ..... Sylvia Meister, Regina Lilla
Reporters—Yetta Mendelowitz, Estelle Salzer, Mary Teutschlander, Evelyn Cohen, Anne Goralnik, Leah Levine, Blanche Goodman, Margaret Antiarch, Kathryn Lund, Albert Diamond.
Faculty Advisers—Miss Emma J. Wilson, Miss Lucy C. Allen, Miss Elizabeth C. Miller

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Cleveland Ohio, December 23, 1927

Give Christmas Spirit

"MAKE the Christmas season one of light and song," is one of the suggestions given by City Manager Hopkins. He proposes that homes, churches, and institutions decorate with lights, trees within and without.

A suggestion is also made that groups of carol singers fill the air with their songs. Beautiful Christmas carols drifting into the still, night air will gladden the hearts of many shut-in people, who have been unable to get out to see the beautiful days.

Christmas trees with many colored electric lights will also help to spread cheer throughout the land.

A Merry Christmas To You All, Longwoodites!

How to Enjoy Vacation

CHRISTMAS vacation is always a joyous subject to discuss, but to whet profit are you going to spend it?

One very profitable way in which to spend your Christmas vacation is by reading books which you have not had a chance to read during school time. Another is to work during the week and earn some extra pocket money for social entertainments or for your school supplies for next term. Last but not least, just have a good, old time by going visiting or enjoying your favorite hobby. Or if you haven't caught up on sleep, here's your chance!

Nominate for Student Manager

ANY pupil with good character may be nominated for the position of Student City Manager of Longwood. All names must be submitted to the faculty committee consisting of Mr William L. Moore, chairman; Mr P. J. Twigga, Miss Vera Smiack, Miss Anna M. Dimmick, and Mr Louis E. Welton, who will go over the names considering marks, character, and capability of the nominees to hold the desired position. Five candidates will be presented to the Student Council, which will select one of them. Then with the aid of the advisory committee, the new Student City manager will choose her cabinet of four directors.

If you know a student whom you would be proud to have represent Longwood, or who has qualities you and others admire, nominate him because you sincerely think he will be a good leader.

Two Defeats?

THE Local's have started their cage season with two defeats. But these two defeats should not be considered as downfalls, rather as moral victories.

Both defeats were at the hands of two strong Senate teams, one a runner-up in the 1926-27 Senate race, the other the team which handed Rocky River, last year's Conference champs, a 25-13 defeat. Both quintets found great difficulty in overcoming our snappy bunch of cagers.

Taking these two games into consideration, the Local's chances for a high place in the 1927-28 Conference look bright.

The first Conference game will be played the first Friday after Christmas vacation. Don't forget to be out to every one of the Conference games and root the team. Maybe your rooting will inspire the team to make this year the greatest of all, by bringing home the bacon—a Conference championship.

"Falling Ceiling Startles Pupils" says a headline. It's a wonder it didn't do more than startle them.

Personal Personalities

(28) is Brilliant but Bashful

This male is a shy reserved, good-natured fellow with dreamy, bright grey eyes, and a delightful grin that makes an animated expressive appearance on his countenance. His firmly shaped chin, however, belies the softness of his sparkling eyes. He has thick, dark brown hair that has a golden glint when revealed to the sun. Although he is alone, he is fairly tall and well built. He is a modest, efficient worker on The Ledger staff and he also is a representative of the June graduating class.

Sophomore Has Masculine Walk

Straight, blond hair, big, blue sparkling eyes, and dimples that adorn her round little cheeks, are seen on this sophomore. Her shortness, along with her masculine walk, distinguishes her from the other girls.

One can always find her sitting into the wee hours of the night quietly studying her lessons. Her sweet, melodious voice is heard all the grammar rooms through the records, joyously cheering for "the boys." To lead the honor roll each semester is her greatest ambition. Who is she?

The persons described in the Ledger of December 16 were Mr E. L. Cowhoure Miss Helen Beaumont, Mildred Pearson.

Letters to the Editor

Dear Editor

I notice in a recent edition of The Ledger, in the Council story, the following statement: "Morning A and B were quite hotel-ever during the auditorium program." The rooms mentioned are occupied by seniors. I believe the council member referred to the occasions when the light was flashed on the screen and a number of seniors made silhouettes with their fingers, rousing the rest of the group to laugh.

I wonder if the committee ever saw a room grouper other than seniors. Any other home room under the same circumstances would, I am safe in saying, have done the same thing and possibly the council members themselves would have been done it. On electing best during the same program, I noticed a group of girls, not seniors, eating candy or peanuts, and talking. Can't the committee in charge of the assembly in the auditorium be more accurate in reprimanding next time?

By this letter I do not mean that the seniors did not do anything unworthy, but I do wish to say that it is not always the seniors.

Respectfully yours,
Albert Diamond.

News from Other Schools

A collection of *Log* verses written for the Lincoln Log for one year put together into a book and called "Versicures" were sold at 25 cents to poetry lovers.—*The Lincoln Log, Cleveland.*

At Gallatin County High School, a new system was adopted for excuses. The student writes his excuse three times, has the original one, and sends the other two to the office. If the excuse is unsatisfactory, one is sent to the pupil's parent. This does away with unreasonable absences.—*The Gallatin, Bozeman, Montana.*

In order to encourage more students of journalism to write advertisements, the Citizens Bank of Hutchinson, Minnesota, will conduct an advertisement writing contest. After being judged by a group of disinterested persons, the winning pupils will receive cash prizes of one dollar.—*East High School, Cleveland, Ohio.*

Class officers, mission representatives, and members of the Student Council were inaugurated at the assembly at St. Mary's Chapel, November 16. The oath of office was given before the Blessed Sacrament.—*The Courier, Toledo, Ohio.*

Longwoods's Literary Lapses

A Student's Comments

"The Maker of Dreams" is different from any play I have ever seen. It must have been written for Eugene Fèrbits, Bessie Cole, and Albert Du Brow. It is not well to dream constantly, for some day you will come to earth with a jolt. Ah! What a beautiful world this would be if everyone was as cheerful as little Pierrette! She, too, must have had dreams, but they did not run off with her. The Manufacturer or "The Maker of Dreams" is my eyes was the hero. Did he put course the foolish Pierrot from his silly day-dreaming? Did he not bring the pretty Pierrette to her Pierrot?

"Miss Civilization" was most exciting. It held me tense. "Brick" and his hungry stomach brought in the right amount of humor. If I met "Gentleman Joe" on the street, I'd run a mile, for he surely did look like a villain. The courage of Alice Gardner, when she pronounced that Miss Civilization was coming, amazed me and the sudden appearance of "Miss Civilization" in the form of Mr. Lucas aroused me. Just imagine such a dear Miss Civilization!—*Irving Alsop.*

"The Queen of Hearts" surely was a hoarder of hearts. Just think a beautiful young widow with plenty of money! No wonder the was so greatly loved. Jonathan Bundle with his sh't and hen't made me very nervous. Sophie, the maid, was a real "Peaches" and Major Tarkle was a very ideal, handsome lover.

The stage was well decorated that it did not take a great deal of effort on my part to imagine myself in the very home of Parrot and Pierrette, or in the desk and reciting home of the Gardners.

Gladys Wilcoxheck, 10B English.

Maiden Pierrette

Pierrette, enchanting, young maiden dressed in a very striking manner, attracted my utmost attention. She was the center of interest in my estimation. I simply gazed, stared and did all sorts of very unladylike things which were not very proper, but I was helpless since I was so attracted to her beauty.

Pierrette possessed a mass of beautiful, fair hair, a pair of sparkling, blue eyes which danced like the moon on the waters, and a very sweet, modulated voice which sounded very musical as it came from a pair of recently curved, rose-red lips. Her smile was captivating. She also possessed a very attractive walk which always drew my eyes to her direction. There you see is the sweet, charming, very interesting and attractive pierrette.

Mary Kennes, 10B English.

Maker of Dreams

A beautiful blonde dancer in love with her contemporary who did not love her. Indeed he paid no attention to her, scorned her tribute to his comfort which she was sent to supply through all circumstances!

Can you imagine the existence of such a situation? Nay, I am barely believe it myself! Nevertheless, such is the case until the "Maker of all Dreams" takes pity on the failing and the gentleman realizes that the pretty blonde (and not the other girl who he thinks is his ideal) is the only girl for him.

I think this play was very well managed, and everything about it was so well formed that it is almost impossible to find any particular part which I prefer.

Pierrot took his roll with the perfect nonchalance not common in amateurs. His very indifference gripped one so heartily that I felt he should get good shaking to wake him. In my estimation the young man played his role very successfully, and I cannot think of any one who could have done more credit to this particular role.

Oliver Jones, 10B English.

Sunset

Sunset! How wonderful they are especially when there is a lot of snow on the peaks of the mountains and they are all aglow with colors. The colors always arouse a deep feeling in your heart. Their magnificent beauty lifts up your spirits and makes you feel stronger and braver. If you want to feel that way, just take a trip out West your next vacation. I am sure you will enjoy it.

Elizabeth Rickards, 10 English.

Question Box

Who is the person who writes the poems in The Ledger and signs herself Esther?

Helen Lasch, humor editor.

Are freshmen ever mentioned in personal personalities?

They are sometimes mentioned if they become prominent enough in school activities.

Who don't they serve breakfast in the auditorium so that need to be?

Breakfast isn't served in the lunchroom any more because there aren't enough students who buy the breakfast, and the expense cannot be met.

Who is Mr Smith?

A. L.

If you haven't already met Mr. Betsky among your friends, you'll never know.

Peter Pan's Diary

As new season approaches, the designator of the weather, is compliance with his preceding brother's tries to come into the gilded throne of the regulator earlier to establish his indomitable power. In the past years Winter has always been the strongest, most severe of the four, and retaining his throne for the long est period of time. Perhaps as the years goes on, King Winter has slowly been drained of his never erring blood, and Fall, who has always been vanquished early in his reign, may be keeping the harvest of second energy. So it seems this year. Although Winter's icy fingerprints have been photographed, the impression is still indistinct. Fall is displaying an unknown wealth of persistence and rein in his chief weapon in keeping up his affairs.

"Little drops of water, little grains of sand,
Make the mighty ocean, and the pleasant land."

Drop by drop, the tireless rain drops fall, form rivulets of waters ing the hoardpaths in Longwood's back yard, join the miniature sea in the rear of Portable 21, and then after being swished about by Longwood students, evaporate into damp, smelly air.

Thursday the air became tinged with a little frost, foretelling the snow which swirled in on Friday.

Christmas Customs Date Back to Pagans

By Esthers Lund

Listen my children and you shall hear,
The biography of Santa dear.

Way back in the pagan nations of antiquity, we find that people and a tendency to worship the sun as the giver of light and life. Their festival of it took place near the solstice, the shortest day in the year. The holiday was also celebrated by the Romans, who called it Saturnalia. Homes were trimmed with evergreens, while mistletoe was cut from sacred oaks with a gold sickle. The Teutons decked fir trees to symbolize the blossoming and spreading of the sun as it rose high in the heavens. Decorative lights represented flashes of lightning; golden apples, nuts, and balls were for the moon and stars.

As Christianity replaced paganism, the Christians adopted the beautiful usages. "Merrie Old England" was the country in which Christmas took the firmest hold. King Alfred in the Anglo-Saxon days held high revelry which lasted not for one day but for several weeks. With daybreak on Christmas morn, all the tenants used to gather to a neighboring hall. Ale was served, or was Cheshire cheese with lead, and, as the day advanced, more substantial fare was boiled, and, if they were not slain by overdrunk, two young men would take the cook by the arm and run her around the market place to show off her lankiness.

With the coming of the Puritan rule, Christmas was almost extinguished, for such merry procedure was looked upon as sinful.

Santa Claus, the Christmas spirit originated in Holland. Wide-spreading Christmas trees came from Germany. The evergreen also came from Germany in memory of the beloved Baldeu, but the custom of hiding underneath it is typically English.

The exchanging of gifts and lighting of candles came from a Jewish custom which is celebrated in memory of seven brothers who were put to death after refusing to give up their religion. The holiday is celebrated in December and is called Hanukkah. The Christians adopted the idea of lighted candles and symbolized it as a light to guide the wandering Christ child as he plodded through the dreary night.

Thus it is seen that all the things we enjoy during the Yuletide season are customs of long ago. The only Christian symbols of Christmas are the star which guided the three wise men, and the manger in which the Christ child was born.

Typist Tappings

Longwood's Christmas Package

Today we got a package
Wrapped in red and blue,
And in it was some presents—
I'll read them off to you.

To Mr Moore her Santa sent
A brush and comb a most,
And for Miss Dimmick—sandy,
Which will make her eyes more sweet.

For Mr. Beavan, some toothpaste
To keep his nice teeth bright,
For Mr. McNulty, a book of jokes
To start the day bright.

Miss Wilson gets new glasses
To help her read The Ledger,
Miss LaMotte gets a complimenter,
We bet that ought to help her.

"Daddy" Conner gets a sled,
To ride in the nice hard snow,
Mr. Drucker will get a Ford,
We hope that it will go.

Longwoodites are feeling blue—
"What'll we get?" they say.
They forget that dear old Santy
Goes on a new John Hay.

Helena.

The Woes of Being Short

The rizer was discussing his problems.
Miss Houser—"How many hours should we sleep?"
Girl: "I think we should sleep ten hours every night until we attain our full growth."
Miss Houser: "Well, I've slept ten hours every night ever since I can remember, and it seems I'll never get my full growth."

Maybe the Girl is a Bookworm

Frank (to girl in hall who is hastily looking through a book)—"What are you looking for, Marion?"
Marion: "Oh, I'm looking for a girl."

Hunt Up the Telephone Books!

The secretarial class was talking about the way to spell the name "Nichols."

They couldn't seem to get it right, so at last to desperation Miss Florence Miller blurted out, "Look in the telephone book, and see how many Nichols you'll find."

Did Oliver Twist like the Dickens when he was Padlocked by Rex Beach?

Unexpected Compliment

Mr Black (talking to A. D. about S. H.): "Now this gentlemen here says—"
S. B. "Horrors! He called me a gentleman!"

Ledger Limericks

By "Limerick Loocy"

Limerick No. 10
The Senior Dramatists last week gave a show
Three one-act plays in a row.
Three teachers did the act,
The Stagecrafters their part—

(Fill in the last line to the above limerick, and place it on Box 37 as soon as possible with your name and home room number. Answers and another limerick will appear in the next edition of The Ledger.)

Limerick No. 11
One Monday morning on a cold day,
The Board started to dig John Hay,
The council and staff
Were there on behalf—
Now we hope the hole's there to stay.

The last line to the above limerick was submitted by Bolis Waicberg, Room 12. Others who submitted text Hans Stein, Edith Fay, Room 36, Mary Dragel, Room 21; Molly Solomon, Room 21; and Gussie Apicerel, Room A.

Oh! You Conceited Thing!

Doris: "Marjorie, let me see your graduation picture."
Marjorie: "Oh, they didn't turn out very well. A pretty girl never takes a good picture."

Why Wieners Boil

By Nolens

Frank and Chiors were in a trance, so it seemed, when all at once Frank's father appeared in the distance. Frank got up, pulled out his bride, and started to pool on apple. His father, face distorted with rage, jumped at Frank. Frank yelled out, "You will, will you!" and rushed at his father. He again pulled out his knife and thrust it into his father's heart! Chiors, shrieking and screaming, begged Frank to stop, but he would not heed her pitiful cries. Frank grabbed up Chiors, got into his father's newest limousine, a beautiful Ford, and drove off at the parlous speed of ten miles an hour. But not for long.

After they had left, the dead father pulled himself up, and swore furiously because his axe and billed him. He shrieked out, waving his fists furiously in the air,

"No fair, fortune Porter,
Can get away with murder!"

After calling out the entire police and fire department of the town, the two men chased after Frank and Chiors. Meanwhile, because of tire trouble with the car, Frank and Chiors were stalled on the very edge of a perilous cliff which looked over the gushing green waves of the Red Sea.

"What shall we do?" moaned Frank in a pitiful voice. "Shall we be caught by the men, or shall we jump into the boiling waters of the ocean?" He looked at the fast approaching men, and then down at the purling waters, which seemed to be beckoning with its cold fingers for Frank to enter into Neptune's horrible clutches.

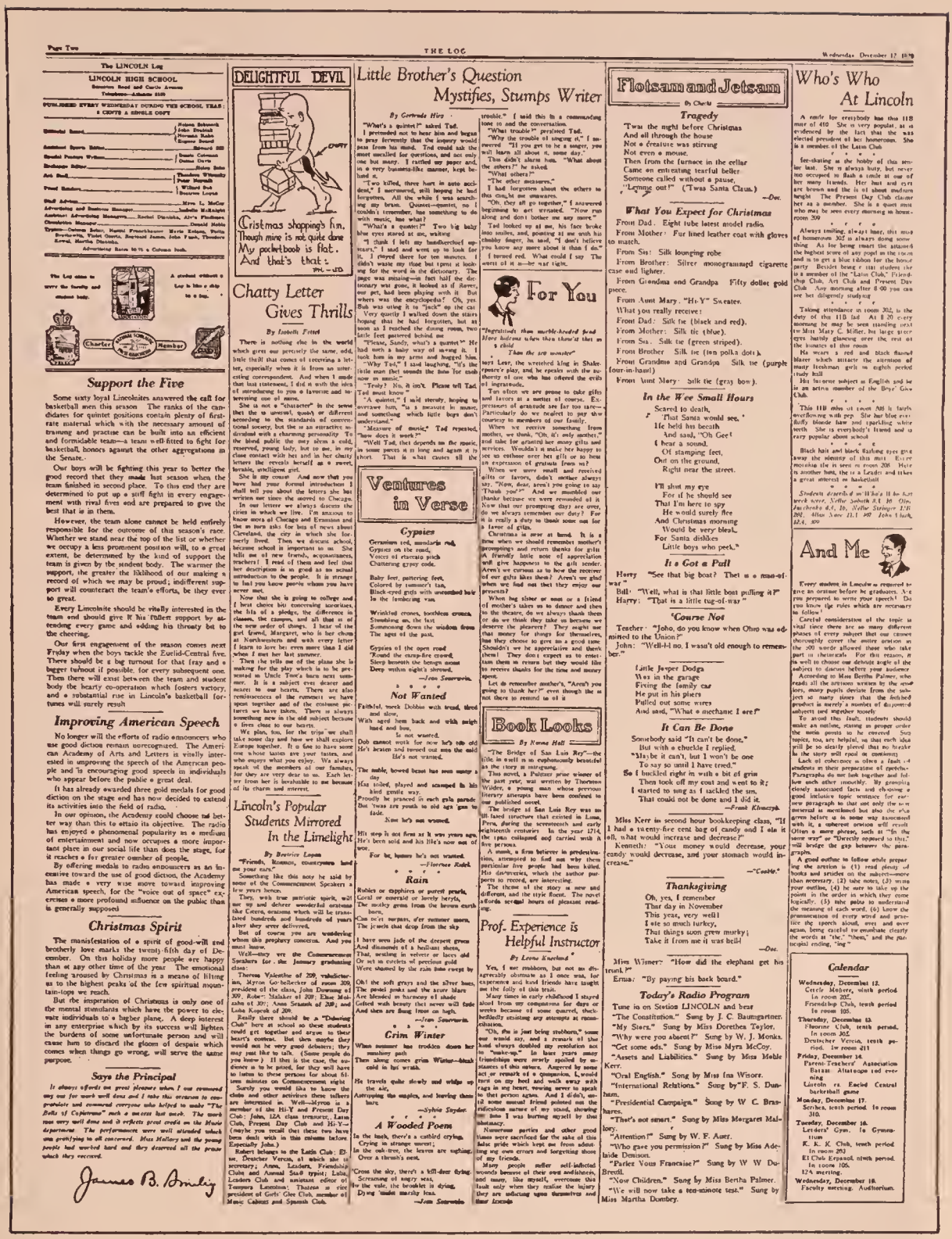
(To be Continued)

A Good Editorial Page

Here is a well-planned editorial page made interesting even without the use of pictures. Note the panel heads.

pleasing contrast upon the literary stage and ask permission to entertain and instruct the audience.

Surely most of the dishes displayed on pages 190 and 191 will please the fancy of everybody, whether serious or casual readers. You will find editorials, feature stories, literary sketches, reviews, verse, and other interesting tidbits, involving a variety of interests and staff talents. Note in-



Page Two THE LOG Wednesday, December 17, 1930

The LINCOLN Log

LINCOLN HIGH SCHOOL

Staunton Road and Curtis Avenue

Telephone—Atlantic 4100

PUBLISHED EVERY WEDNESDAY DURING THE SCHOOL YEAR: 5 CENTS A SINGLE COPY

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Special Features Writer ... Jessie Coleman, Quinn Davis

Exchange Editor ... Helen Bales

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Advertising Rates 50 ¢ a Column Inch.

The Log aims to serve the faculty and student body.

A student without a Log is like a ship in a fog.

Charter Member

Support the Five

Some sixty loyal Lincolnites answered the call for basketball men this season. The ranks of the candidates for quintet positions contain plenty of first-rate material which with the necessary amount of training and practise can be built into an efficient and formidable team—a team well-fitted to fight for basketball honors against the other aggregations in the Senate.

Our boys will be fighting this year to better the good record that they made last season when the team finished in second place. To this end they are determined to put up a stiff fight in every engagement with rival fives and are prepared to give the best that is in them.

However, the team alone cannot be held entirely responsible for the outcome of this season's race. Whether we stand near the top of the list or whether we occupy a less prominent position will, to a great extent, be determined by the kind of support the team is given by the student body. The warmer the support, the greater the likelihood of our making a record of which we may be proud; indifferent support will counteract the team's efforts, be they ever so great.

Every Lincolnite should be vitally interested in the team and should give it his fullest support by attending every game and adding his throaty bit to the cheering.

Our first engagement of the season comes next Friday when the boys tackle the Euclid-Central five. There should be a big turnout for that fray and a bigger turnout if possible, for every subsequent one. Then there will exist between the team and student body the hearty co-operation which fosters victory, and a substantial rise in Lincoln's basketball fortunes will surely result

Improving American Speech

No longer will the efforts of radio announcers who use good diction remain unrecognized. The American Academy of Arts and Letters is vitally interested in improving the speech of the American people and is encouraging good speech in individuals who appear before the public a great deal.

It has already awarded three gold medals for good diction on the stage and has now decided to extend its activities into the field of radio.

In our opinion, the Academy could choose no better way than this to attain its objective. The radio has enjoyed a phenomenal popularity as a medium of entertainment and now occupies a more important place in our social life than does the stage, for it reaches a far greater number of people.

By offering medals to radio announcers as an incentive toward the use of good diction, the Academy has made a very wise move toward improving American speech, for the "voice out of space" exercises a more profound influence on the public than is generally supposed.

Christmas Spirit

The manifestation of a spirit of good-will and brotherly love marks the twenty-fifth day of December. On this holiday more people are happy than at any other time of the year. The emotional feeling aroused by Christmas is a means of lifting us to the highest peaks of the few spiritual mountain-tops we reach.

But the inspiration of Christmas is only one of the mental stimulants which have the power to elevate individuals to a higher plane. A deep interest in any enterprise which by its success will lighten the burdens of some unfortunate person and will cause him to discard the gloom of despair which comes when things go wrong, will serve the same purpose.

Says the Principal

It always affords me great pleasure when I can commend any one for work well done and I take this occasion to congratulate and commend everyone who helped to make "The Bells of Capistrano" such a success last week. The work was very well done and it reflects great credit on the Music department. The performances were well attended which was gratifying to all concerned. Miss Mallory and the young people had worked hard and they deserved all the praise which they received.

James B. Bursley

DELIGHTFUL DEVIL

Cristmas shopping's fun,
Though mine is not quite done
My pocketbook is flat.
And that's that.

PH.—JD.

Chatty Letter Gives Thrills

By Isabelle Fetter

There is nothing else in the world which gives our precisely the same, odd, little thrill that comes of receiving a letter, especially when it is from an interesting correspondent. And when I made that last statement, I did it with the idea of introducing to you a favorite and interesting one of mine.

She is not a "character" in the sense that she is unusual, quaint or different according to the standards of conventional society, but she is attractive, undoubtedly with a charming personality. To the blind public she may seem a cold, reserved, young lady, but to me, in my close contact with her and in her chatty letters she reveals herself as a sweet, lovable, intelligent girl.

She is my cousin. And now that you have had your formal introduction I shall tell you about the letters she has written me since she moved to Chicago.

In our letters we discuss everything the cities in which we live. I'm anxious to know more of Chicago and Evanston and she in turn asks for bits of news about Cleveland, the city in which she formerly lived. Then we discuss school, because school is important to us. She tells me of new friends, acquaintances, teachers! I read of them and feel that her description is as good as an actual introduction to the people. It is strange to feel you know people whom you have never met.

Now that she is going to college and I best object to interesting accretions, the bits of a pledge, the difference in classes, the campus, and all that is of the new order of things. I hear of the girl friend, Margaret, who is her chum at Northwestern and wish every letter I learn to be her friend more than I did when I met her last summer.

Then she tells me of the plans she is making for the play which is to be presented in Uncle Tom's home next summer. It is a subject ever dearer and nearer to our hearts. There are also reminiscences of the romance we have spun together and of the costume pictures we have taken. There is always something new in the old subject because it lives close to our hearts.

We plan, too, for the trips we shall take some day and have we shall explore Europe together. It is fun to have some one whose tastes are your tastes, and who enjoys what you enjoy. We always speak of the members of our families, for they are very dear to us. Each letter from her is invaluable to me because of its charm and interest.

Lincoln's Popular Students Mirrored In the Limelight

By Beatrice Logan

"Friends, Romans, countrymen lend me your ears."

Something like this note he said by some of the Commencement Speakers a few years hence.

They, with true patriotic spirit, will use up and deliver wonderful oratorie like Cicero, orations which will be translated hundreds and hundreds of years after they were delivered.

But of course they are wondering whom this prophecy concerns. And you must know.

Well—they are the Commencement Speakers for the January graduating class:

Theresa Valentine of 209, valedictorian, Myron Goldbecher of room 309, president of the class, John Dorsonay of 309, Helen Schaler of 209, Elsie Moldashe of 305; Anna Stanosh of 208; and Lola Kopcak of 209.

Really there should be a "Debating Club" here at school so these students could get together and argue to their hearts' content. But then maybe they would not be very good debaters; they may just like to talk and disagree (as you know.) If this is the case, the audience is to be pitied, for they will have to listen to these persons for about fifteen minutes on Commencement night.

Surely you would like to know the clubs and other activities these talkers are interested in. Well—Myron is a member of the Hi-Y and Present Day Club; John, 12A class treasurer, and so (maybe you recall that these two have been dealt with in this column before. Especially John.)

Robert belongs to the Latin Club; Elsie, Deutcher Verein, of which she is secretary; Anna, Leaders, Friendship Clubs and Annual Staff typist; Lola, Leaders Club and assistant editor of Tempora Lexenion; Theresa is vice president of Girls' Glee Club, member of Music Cabinet and Spanish Club.

Little Brother's Question Mystifies, Stumps Writer

By Gertrude Hirt

"What's a quintet?" asked Ted.

I pretended not to hear him and began to pray fervently that the inquiry would pass from his mind. Ted could ask the most uncalled for questions, and not only one but many. I rattled my paper and, in a very business-like manner, kept behind it.

"Two killed, three hurt in auto accident," I murmured, still hoping he had forgotten. All the while I was searching my brain. Quintet—quintet, no I couldn't remember, has something to do with music, has what?

"What's a quintet?" Two big baby blue eyes stared at me, waiting.

"I think I left my handkerchief upstairs," I said and went up to look for it. I prayed there for ten minutes. I didn't waste my time but spent it looking for the word in the dictionary. The page was amazing—in fact half the dictionary was gone, it looked as if Rover, our pet, had been playing with it. But where was the encyclopedia? Oh, yes Bob was using it to "jack" up the car.

Very quietly I walked down the stairs hoping that he had forgotten, but as soon as I reached the dining room, two little feet pattered behind me.

"Please, Sandy, what's a quintet?" He had such a baby way of saying it. I took him in my arms and hugged him.

"Why Ted," I said laughing, "it's the little man that sounds the horn for cash now in music."

"Truly? No, it isn't. Please tell Ted Ted must know."

"A quintet," I said sternly, hoping to overawe him, "is a measure in music, and something which little boys don't understand."

"Measure of music," Ted repeated, "how does it work?"

"Well Ted, that depends on the music, in some pieces it is long and again it is short. That is what causes all the trouble." I said this in a commanding tone to end the conversation.

"What trouble?" praised Ted.

"Why the trouble of singing it," I answered. "If you get to be a singer, you will learn all about it, some day."

This didn't alarm him. "What about the others?" he asked.

"What others?"

"The other measures."

I had forgotten about the others to this caught me unawares.

"Oh, they all go together," I answered hopefully. "I'll just get started. Now run along and don't bother me any more."

Ted looked up at me, his face broke into smiles, and, pouting at me with his chubby finger, he said, "I don't believe you know any more about it than I do."

I turned red. What could I say The worst of it is—he was right.

For You

"Ingratitude thou marble-hearted fiend More hideous when thou show'st thee in a child

Than the sea monster"

says Lear, the wretched king in Shakespeare's play, and he speaks with the authority of one who has offered the evils of ingratitude.

Too often we are prone to take gifts and favors as a matter of course. Expressions of gratitude are far too rare—Particularly do we neglect to pay due courtesy to members of our family.

When we receive something from mother, we think, "Oh, it's only mother," and take for granted her many gifts and services. Wouldn't it make her happy to see us enthuse over her gifts or to hear an expression of gratitude from us?

When we were small and received gifts or favors, didn't mother always say, "Now, dear, aren't you going to say 'Thank you?'" And we mumbled our thanks because we were reminded of it. Now that our prompting days are over, do we always remember our duty? For it is really a duty to thank some one for a favor of gifts.

Christmas is near at hand. It is a time when we should remember mother's promptings and return thanks for gifts A friendly little note of appreciation will give happiness to the gift sender. Aren't we curious as to how the receiver of our gifts likes them? Aren't we glad when we find out that they enjoy our presents?

When big sister or aunt or a friend of mother's takes us to dinner and then to the theatre, do we always thank them or do we think they take us because we deserve the pleasure? They might not that money for things for themselves, but they choose to give us a good time Shouldn't we appreciate and thank them? They don't expect us to entertain them in return but they would like to receive thanks for the time and money spent.

Let us remember another's, "Aren't you going to thank her?" even though she is not there to remind us of it

Ventures in Verse

Gypsies

Geranium red, mandarin red,
Cypress on the sand,
Voices of staccato pitch
Chattering gypsy code.

Baby feet, pattering feet,
Colored by summer's tan,
Black-eyed girls with uncombed hair
In the lumbering van.

Wrinkled crones, toothless crones,
Stumbling on, the last
Summerings down the wisdom from
The ages of the past.

Gypsies of the open road
'Round the camp-fire crowd,
Sleep beneath the benign moon
Deep within night's shroud.

—Jean Somerville.

Not Wanted

Faithful, weak Dobbin with tread, tired and slow,
With aged head back and with aching hind and bow,
Is not wanted.

Dob cannot work for now he's rob old
He's beaten and turned out into the cold
He's not wanted.

The stable, bowed beast has seen many a day
Has toiled, played and scamped in his kind gentle way.
Proudly he pranced in each gala parade
But 'twas are youth to old age 'gan to fade.

Now he's not wanted.

His step is not firm as it was years ago
He's been sold and his life's now not of woe.

For he, honors he's not wanted.

—Florence Rudel.

Rain

Rubies or sapphires or purest pearls,
Coral or emerald or lovely beryls,
The motley gems from the brown earth born,
Can ne'er surpass, e'er summer morn,
The jewels that drop from the sky

I have seen jade of the deepest green
And diamonds of a brilliant sheen,
That, nestling in velvet or laces old
Or set on caskets of precious gold
Were shamed by the rain-bow swept by

Oh! the soft grays and the silver hues,
The pastel pinks and the azure blues
Are blended in harmony of shade
Gotten with beauty that never will fade
And when are flung from on high.

—Jean Somerville.

Grim Winter

When summer has trodden down her sunshiny path
Then along comes grim Winter—black cold in his wrath.

He travels quite slowly and wields up the air,
Assisting the empires, and leaving them bare.

—Sylvia Snyder.

A Wooded Poem

In the bush, there's a catbird crying,
Crying in strange unrest;
In the oak-tree, the leaves are sighing,
Over a thrush's nest.

Across the sky, there's a tell-tale flying,
Screaming of angry woe,
For the vale, the brooklet is dying,
Dying under marshy foam.

—Jean Somerville

Book Looks

By Norma Hall

"The Bridge of San Luis Rey"—the title in itself is an euphoniously beautiful as the story is interesting.

This novel, a Pulitzer prize winner of the past year, was written by Thornton Wilder, a young man whose previous literary attempts have been confined to one published novel.

The bridge of San Luis Rey was an ill fated structure that existed in Lima, Peru, during the seventeenth and early eighteenth centuries. In the year 1714, the span collapsed and carried with it five persons.

A monk, a firm believer in predestination, attempted to find out why them particular five people had been killed. His discoveries, which the author purports to record, are interesting.

The theme of the story is a new and different, and the style fluent. The novel affords several hours of pleasant reading.

Prof. Experience is Helpful Instructor

By Leona Kurland

Yes, I use rouge, but not as do aggressive co-eds as I once was, for experience and kind friends have taught me the folly of this trait.

Many times in early childhood I stayed aloof from my companions for days or weeks because of some quarrel, theybeffiedly insisting my attempts at reconciliation.

"Oh, she is just being stubborn," some one would say, and a remark of that kind always doubled my resolution not to speak. Many years passed and friendships were nearly spoiled by instances of this nature. Angered by some act or remark of a companion, I would turn on my heel and walk away with rage in my heart, vowing never to speak to that person again. And I didn't, until some mutual friend pointed out the ridiculous nature of my stand, showing me how I was hurting myself by that obstinacy.

Numerous parties and other good times were sacrificed for the sake of this false pride which kept me from admitting my own errors and forgetting those of my friends.

Many people suffer self-inflicted wounds because of their own stubborness, and many, like myself, overcome this fault only when they realize the injury they are inflicting upon themselves and their friends

Flotsam and Jetsam

By Chris

Tragedy

'Twas the night before Christmas
And all through the house
Not a creature was stirring
Not even a mouse.
Then from the furnace in the cellar
Came an enticating tearful beller
Someone called without a pause,
"Lemme out!" ('Twas Santa Claus.)

—Doc.

What You Expect for Christmas

From Dad: Eight tube latest model radio.
From Mother: Fur lined leather coat with gloves to match.
From Sis: Silk lounging robe
From Brother: Silver monogrammed cigarette case and lighter.
From Grandma and Grandpa Fifty dollar gold piece.
From Aunt Mary: "Hi-Y" Sweater.
What you really receive:
From Dad: Silk tie (black and red).
From Mother: Silk tie (blue).
From Sis: Silk tie (green striped).
From Brother Silk tie (tan polka dots).
From Grandma and Grandpa Silk tie (purple four-in-hand)
From Aunt Mary: Silk tie (gray bow).

In the Wee Small Hours

Scared to death,
That Santa would see,
He held his breath
And said, "Oh Gee!
I hear a sound.
Of stamping feet,
Out on the ground,
Right near the street.

I'll shut my eye
For if he should see
That I'm here to spy
He would surely flee
And Christmas morning
Would be very bleak,
For Santa dislikes
Little boys who peek."

It a Got a Pull

Harry "See that big boat? That is a tean-of-war."
Bill: "Well, what is that little boat pulling it?"
Harry: "That is a little tug-of-war"

'Course Not

Teacher: "John, do you know when Ohio was admitted to the Union?"
John: "Well-I no. I wasn't old enough to remember."

Little Jasper Dodga
Was in the garage
Fixing the family car
He put in his pliers
Pulled out some wires
And said, "What a mechanic I are!"

It Can Be Done

Somebody said "It can't be done,"
But with a chuckle I replied,
"Maybe it can't, but I won't be one
To say so until I have tried."
So I buckled right in with a bit of grin
Then took off my coat and went to it;
I started to sing as I tackled the job,
That could not be done and I did it.

—Frank Klimczyk.

Miss Kerr in second hour bookkeeping class, "If I had a twenty-five cent bag of candy and I ate it all, what would increase and decrease?"

Kenneth: "Your money would decrease, your candy would decrease, and your stomach would increase."

—"Cookie."

Thanksgiving

Oh, yes, I remember
That day in November
This year, very well!
I ate so much turkey,
That things soon grew murky;
Take it from me it was hell!

—Doc.

Miss Wisner: "How did the elephant get his trunk?"
Ernie: "By paying his back board."

Today's Radio Program

Tune in on Station LINCOLN and hear
"The Constitution." Sung by J. C. Baumgartner.
"My Story." Sung by Miss Dorethea Taylor.
"Why were you absent?" Sung by W. J. Monks.
"Get some eds." Sung by Miss Myra McCoy.
"Assets and Liabilities." Sung by Miss Mable Kerr.
"Oral English." Song by Miss Ina Wisore.
"International Relations." Sung by "F. S. Dunham.
"Presidential Campaign." Sung by W. C. Brashares.
"That's not smart." Sung by Misses Margaret Mallory.
"Attention!" Sung by W. F. Auer.
"Who gave you permission?" Sung by Miss Adelaide Denison.
"Parlez Vous Francaise?" Sung by W W Dubredt.
"Now Children." Sung by Miss Bertha Palmer.
"We will now take a ten-minute test." Sung by Miss Martha Dombey.

Who's Who At Lincoln

A smile for everybody has this 118 man of 410. She is very popular, as is evidenced by the fact that she was elected president of her homeroom. She is a member of the Latin Club

* * * *

Tee-hawing is the hobby of this senior last. She is always busy, but never too occupied to flash a smile at one of her many friends. Her hair and eyes are brown and she is of about medium height. The Present Day Club claims her as a member. She is a quiet miss who may be seen every morning in homeroom 309

* * * *

Always smiling, always busy, this miss of homeroom 302 is always doing something. As for being smart the attained the highest score of any pupil in the room and is to get a blue ribbon for the honor party. Besides being a star student she is a member of the "Latin Club," Friendship Club, Art Club and Present Day Club. Any morning after 8:00 you can see her diligently studying

* * * *

Taking attendance in room 302, is the duty of this 11B lad. At 8:20 every morning he may be seen standing next to Miss Mary K. Miller, his large green eyes lustily glancing over the rest of the inmates of the room

He wears a red and black flannel blazer which attracts the attention of many freshman girls in eighth period study hall

His favorite subject is English and he is an active member of the Boys' Glee Club.

* * * *

This 11B miss of room 308 is fairly overflowing with pep. She has blue eyes fluffy blonde hair and sparkling white teeth. She is everybody's friend and is very popular about school

* * * *

Black hair and black flashing eyes give away the identity of this miss. Every morning she is seen in room 208. Hair in another bob, she is a leader and takes a great interest in basketball

* * * *

Students desirous of Willa's H for last week were, Nellie Sabath 8A 10; Olin Fairbanks 6A, 10, Nellie Stringer 12B, 20; Allan Snow 11A 10; John Hunt, 12A, 10

And Me

Every student in Lincoln is required to give an oration before he graduates. Are you prepared to write your speech? Do you know the rules which are necessary to follow?

Careful consideration of the topic is vital since there are so many different phases of every subject that one cannot thoroughly cover the entire section in the 500 words allowed those who take part in the contests. For this reason, it is well to choose one definite angle of the subject to discuss before your audience

According to Miss Bertha Palmer, who reads all the orations written by the seniors, many pupils deviate from the subject so many times that the finished product is merely a number of disjointed subjects tied together loosely

To avoid this fault, students should make an outline, stating as proper order the main points to be covered Such topics, too, are helpful, as that each idea will be so clearly stated that no header in the story will spoil its continuity

Lack of coherence is often a fault of students in their preparation of speeches Paragraphs do not link together and follow each other smoothly. By grouping closely associated facts and choosing a good inclusive topic sentence for each paragraph to that not only the sentences but sentences also the whole gives before us in some way associated with it, a coherent oration will result Often a many phrases, such as "In the same way" or "Directly opposed to this," will bridge the gap between the paragraphs.

A good outline to follow while preparing the oration is (1) read plenty of books and articles on the subject—more than necessary, (2) take notes, (3) write your outline, (4) be sure to take up the points in the order in which they come logically. (5) take pains to understand the meaning of each word. (6) know the pronunciation of every word and practice the speech aloud, over and over again, being careful to enunciate clearly the words at "the," "them," and the principal ending, "ing."

Calendar

Wednesday, December 17.
Girls' Athletic Association Banquet at 6:00 p.m.

Thursday, December 18.
Cercle Mohere, ninth period. In room 225.
Friendship Club, tenth period. In room 105.

Friday, December 19.
Present Teachers' Association Banquet at 6:00 p.m.

Monday, December 22.
Fluorine Club, tenth period. In room 305.
Deutscher Verein, tenth period. In room 211

Tuesday, December 23.
Parent-Teachers' Association Banquet at 6:00 p.m.
Lincoln vs. Euclid Central basketball game

Monday, December 29.
Science, tenth period. In room 310.

Tuesday, December 30.
Leaders' Club, tenth period. In room 203
El Club Espanol, ninth period. In room 105.
12A meeting.

Wednesday, December 31.
Faculty meeting. Auditorium.

A DIVERSIFIED EDITORIAL MENU

signia of membership in scholastic press associations under the masthead.

Adopting a Platform. The serious underlying purpose of the editor's page, however, remains the same, despite the addition of articles cast in a lighter vein. Sometimes the

editor and his staff may shape their policies into a platform, presented under the masthead of the paper. Such announcement helps to bring consistency and definiteness to the conduct of the editorial page and likewise shows readers that the paper has constructive ideas and convictions.

The editorial staff of the high school paper needs to define its aims in the fashion indicated before it sets out on its work for the year. Here is a worth-while platform built by the *Spotlight* of Central High School, Fort Wayne, Indiana:

EDITORIAL POLICY

1. *To foster real school spirit.*
2. *To influence student thought and opinion.*
3. *To encourage and support clean sportsmanship in all things.*
4. *To encourage worthy activities.*
5. *To promote good scholarship.*
6. *To give honor where honor is due.*
7. *To serve as a medium of expression for the student body and faculty.*
8. *To uphold, promote, and carry out the honored traditions of Central High School.*

What Is an Editorial? We have seen that it is the business of the reporter to gather and write news. He does not comment upon it, but is expected only to present the facts, uncolored by his own convictions. Indeed, he is likely to acquire such an attitude of strict neutrality that matters of honesty and ethics are entirely neglected. His point of view is objective. Like the generality of people, he accepts conditions as they are, without inquiring whether they are right or wrong.

For example, a reporter may discover that only fifty per cent of the students who enter high school as freshmen remain to receive their diplomas. The editorial writer, on the other hand, is not only interested in this fact as news, but he is anxious to find a cause for it and to suggest a remedy. Investigation shows that many boys and girls quit school to

make money; others become discouraged because they make so little progress in their studies and drop out; a few are rebellious and refuse to apply themselves to their books, bringing dismissal. The editorial writer is then ready to submit his conclusion, "Education is necessary to advancement in a profession or in life. Make the most of school opportunities. Don't give up your high school course until you have sought the advice of a man of experience."

The Invitation to Think. To *think* is the editorial function. It is not an easy task. It is so much easier to be an indifferent spectator in the game of life; so much easier to accept other people's opinions, and to echo them. Refusal to think means mental stagnation; it is the foe to progress and growth.

The making of an editorial, designed to encourage readers to think, to express themselves, and finally *to act*, is laden with responsibility. It should not be undertaken lightly.

Calamity follows when youthful scribes allow prejudice and chance gossip to warp their opinions. Oftentimes writers set out to discuss subjects they but vaguely understand, or permit a gust of anger at a fancied wrong to swing them into ill-tempered and illogical charges. Careful, painstaking investigation of all the facts should precede the writing of an editorial. Many an editorial writer makes himself a laughing-stock, or brings a hornet's nest about his head by rushing into print with unwarranted conclusions.

Paragraphs. In a little booklet called "The Editorial Paragraph" by John M. Henry of the Council Bluffs, Iowa, *Nonpareil* are set down some simple rules for writing the paragraph, the smallest unit in the editorial classification. He writes:

1. Be brief. Do not exceed half a dozen lines.
2. State preliminary facts in such a way as to lead the reader to believe you are about to make a certain kind of statement — which you are not. (Paragraph is spoiled if you 'tip your hand' in this respect.)

3. Write a final sentence or sentences making the unexpected comment.

4. Never — oh, never — entirely reveal your point. Make the reader think just a bit to get it. (The paragraph in which the point is entirely revealed is as much of a fizzle as the joke in which the point is explained.)

5. Keep the point word to the very last, if possible.

Here is an example of such a paragraph:

> Classes in sleeping have been instituted in the University of Texas. Somebody wake up the faculty. The classes have been doing it for years.

Elements of an Editorial. A forceful editorial must have four distinct elements: (1) timeliness, (2) compactness, (3) clearness, (4) persuasiveness. It must not only be read, but *believed.* It must carry conviction in vigorous, positive terms.

In the ordinary editorial the first paragraph is concerned with a news statement on which the editorial may be hinged. It explains the circumstances of the case. In the second paragraph the editorial writer takes a hand and gives his views or analysis of the subject. Note the blending of these qualities in this straight-from-the-shoulder admonition, based on a news happening:

A POOR WAY TO SHOW SCHOOL LOYALTY

The arrest last Saturday night of a gang of West High students, bent on celebrating the football victory over North High by dashing madly around town in a screeching automobile, is universally regretted because it puts the school in such an unfavorable light before the public.

High school students are not privileged to do as they please. They must obey the laws as well as other citizens of the community. To speed through traffic lights and to smash into other cars, to hurl impudent remarks at policemen, and to fill the midnight air with discordant "barber-shop" chords, does not show any real school spirit. Such senseless performances are marks of the hoodlum, a person who has no respect for the rights of others.

1. *Editorial point of view clearly indicated in this pithy headline.*

2. *News peg on which the writer's conviction hangs. Similar to the lead in the news story.*

3. *Presentation of editorial conclusions based on the incident cited.*

A better way to show loyalty to the best ideals of the school is to exhibit the traits of a gentleman at all times.

4. *How the incident may be used as a text to clinch an editorial judgment.*

We are sorry our classmates made themselves such a nuisance that the police had to interfere. Their collision with the law should serve as warning to other students at West High who may have queer ideas about personal conduct.

We are proud of the fair name of West High, and we think no boy or girl possesses the right to soil our colors by some unworthy act. The School always suffers more than the individual.

5. *General conclusions, with a snapper at the end. Note force of short sentence.*

Choosing a Subject. Every young editorial writer may naturally ask the question: "Where shall I get the idea for an editorial?" Three or four answers may be made to this inquiry, each depending upon the writer's temperament and outlook.

The Local Application. A good pair of eyes and ears, combined with an alert brain, will uncover many editorial suggestions in things close at hand. Local conditions and local settings awaken the reader's native curiosity, since these matters are easily recognized as belonging to his immediate range of interests.

At Wichita, Kansas, football games attract great crowds and stir up much enthusiasm. An editorial writer, however, noticed that the cheer leaders lacked uniformity in dress and action, so that the yelling became somewhat disorganized. He wrote an article suggesting a remedy, and it was published in the *Messenger*, the school newspaper.

LET'S DRESS 'EM ALIKE!

Organized yelling is important to a school. Yell leaders have positions of responsibility. It takes personality and no small amount of talent to get the most out of a bunch of rooters.

Our yell leaders are good ones, but the effectiveness of their efforts would be increased by more uniformity in dress and actions. Every movement of the leader should have a meaning to the rooters. The same motions should always be used in each yell. An orchestra director does not vary his signals when leading his musicians. He does not improvise or use meaningless motions.

The student council discussed uniforms for the yell leaders but has evidently not taken definite action on the matter yet. A costume with blue and white predominating and W's in evidence would be appropriate. But some sort of uniform would add to the yell leaders' power by giving them the appearance of the official, organized group they are.

Two or three girl yell leaders also in uniform would help in extracting a larger "Oski Wow Wow" from the student body. Masculine tones do not predominate in the yells, and some girls make as good cheer leaders as boys. We should not be wasteful of talent.

W. H. S. has never had such good yelling as it should for the size and spirit of the school. Leaders, boys and girls, in blue and white uniforms, using motions exactly alike and in time, who would stay on the job every available minute, could bring forth some yells of real volume and power.

The News Peg. Thoughtful reading of magazines, periodicals, books, particularly newspapers, suggests many pegs on which to hang editorials. An editor is indeed stupid who does not welcome the gift of seed corn from a friendly hand. These suggestions, based on the news of the day as printed in the home-town paper, the school journal, or the exchanges, lend themselves to a variety of treatment. History, biography, personal achievements, science, literature, significant events, campus episodes come within the circle of the editorial spotlight.

To the news announcement (with which the editorial generally opens), the writer must add interpretation and comment as in the first editorial quoted in this chapter.

One of the supreme tests of an editorial writer is to see how well he handles a stereotyped subject, such as the opening of school, Thanksgiving, Christmas, the coming of spring, topics in themselves conventional. Here is an editorial which has freshness and buoyancy:

"JACK" REIGNS AGAIN

A few weeks ago that happy imp called Jack Frost sent us a gentle message to remind us that he would soon make his annual pilgrimage to our country heralding his sire, Old Man Winter.

His message was rather informal as Jack is a sprightly chap not at all given to formalities. It consisted mainly of a few brown and red leaves spotting the green trees here and there. But my, what a commotion it made! Straw hats and white coats went out overnight to be replaced by felt hats and fall furs. Far-visioned birds started on their long trek to exotic Southlands. Coal men rubbed their hands gleefully, regaining a sparkle of eye and vivacity of step.

Jack is not a bad sort of fellow. The bright colors that he paints, pep us up in preparation for the dull winter. He is king of autumn and is now holding court. We, are his true and loyal subjects. His merry paint pots are spilled over the foliage. There they will remain, filling us with the happiness, the courage, and the sparkling gaiety that we will need from the time the first breath of winter whips these fiery leaves away until gentle spring awakens our blood once more.

Then hie for the nut brown hills and the now glamorous forests. For these coats of Joseph that the trees now wear will soon be buried beneath frozen wastes. And who is so dull that he does not feel his stagnant veins quicken at the sight of merry Jack's pranks?

— *Polaris Weekly*, North High School, Minneapolis

The Constructive Type. Correction, criticism, and admonition also serve to shape editorials designed to accomplish specific ends. Editorials of this sort written for the school paper may make concrete recommendations. Such timely topics as the need of fire drill in the schools, the expulsion of students who bet on games, the curbing of extravagance in graduation gowns, earn their right to be openly discussed. Such pertinent editorials render helpful service, provided they lay firm emphasis on helpful suggestion and do not deal in personal abuse. Cross-grained fault-finding is of little value. To point out an abuse and to offer a remedy is one of the highest functions of the editorial. Note this specimen:

JOIN AN ACTIVITY

Have you ever stopped to think how much a person misses who goes through school without having entered into some outside activity? Of course you know what activities are; for at least

two weeks you've been hearing of them through the circulars and other means. But have you considered joining any of these? No matter what you're interested in, there's an activity in Central to develop that interest. There are clubs in nearly every department in school; language, mathematics, science, dramatic, literary, music, art, and many others.

Through these activities students are enabled to become better acquainted with their classmates. The atmosphere of the classroom seems less stiff and formal, and studies become more interesting.

Altogether, the reasons for joining activities are strong ones, so, if you have not already applied for membership in one or more, do so at once, before it's too late. You know, too, there's credit given with these memberships, — and that's something to think about!

— *Weekly Register*, Central High School, Omaha

The Informal Essay. The genial philosopher may also make valuable contribution to the editorial column. A playful fancy is always welcome, even though the subject matter lacks importance. Read this nicely phrased essay:

THE NEW CAR

The new car is often a Christmas present and the family goes down to select it the day before Christmas; that is, all but the eight-year-old twins who still believe in Santa Claus.

Having a car and selecting one are two different things. Father wants the largest, mother wants a medium-sized one in a dark color ("it would be more practical," she says), and the oldest two children want a "snappy" yellow sports model. Well, they get a dark blue, medium-sized car. Yes, perhaps it is best — but —

Who drives it first? Father drives it home on Christmas eve, after the twins are asleep, and exclaims with the family when he finds it in front of the house the next morning with the inscription, "To the — family, from Santa Claus," tagged on it.

Christmas dinner is hurried so that the new car can be tried out in the afternoon. The older two, Ted and Jane, want to go — yes — but it looks so childish to go riding in the new car with all of the family. They want to go alone. Mother says they never appreciate anything and do not deserve a ride, but they go along just the same. The twins have to be separated, for they do fight so. Billy sits in front with father and Ted, while Betty is put between mother and Jane in the back seat.

Father and mother wanted to drive in the residential district, Betty and Billy want to drive downtown where they can see Santa Claus and his toys in the shop windows. Jane and Ted are sulky — they do not care. Mother tells father to drive downtown to satisfy the twins, and then father lets Ted drive. He drives out by the lake, where he might see some of his friends skating — he is driving the new car now — but alas! he is constantly reminded by his mother to "slow down now, Ted, just this morning I read where a car turned over two times and injured five persons very seriously, only because of reckless driving."

Ted can have the car once a week, as can Jane. They both want it on Saturday night, but Jane wins out and Ted gets it on Friday nights. As the car grows older, the two have it more often; father and mother and the twins, much less.

By the next Christmas it is proclaimed a "total wreck" by the older two children, and father is talking about a wonderful improvement on something or other on the new 1930 model, and the twins, having heard that there is no Santa Claus, begged father to buy one too. Although mother thinks the old one will do another year or so, she is unable to convince the rest, and there is a new car next Christmas.

— *Lever*, Colorado Springs High School

Editorial Spokesmen. Sir Roger de Coverley probably never lived in the flesh, but he succeeded in making himself a live personage in the *Spectator* papers written by Addison and Steele. Adopting him as their spokesman, the authors commented gayly on the fads and follies of old-time London.

Writers on high school papers may find it equally advisable to create mythical figures, each given a name and a characteristic twist of vocabulary, through whom many of their own opinions may be projected into the minds of readers. A fanciful picture of our editorial philosopher may be printed alongside his whimsical sayings — so that he soon develops considerable vogue in school and home.

Two examples, both found in the *Holtonian*, of the Senior High School of Holton, Kansas, are reprinted herewith to show how the idea works out in practice:

Doctor Dingbatz Discusses Gabbelaria

Gabbelaria is a very contagious disease, dreaded especially by the study-hall teachers. The sufferers are mostly sophomores, but the malady is spreading rapidly to the juniors and seniors. It is not necessarily fatal to the victim, but is known to cause much irritation among those who are immune.

A typical attack of gabbelaria is characterized by three well-defined stages. In the first or cold stage, the victim is mildly indifferent to those about him. In the second or hot stage, his lips and tongue begin to twitch. In the third or sweating stage, he may become quite violent. His lips and tongue continue to twitch, although more rapidly, and he mutters incorrigibly. His face takes on a peculiar bluish tinge. The sweating stage is by far the most dangerous.

There is no positive cure, but strict discipline on the part of the teacher and rigid observance of study-hall rules by the pupil will help prevent the disease.

I'M THE BOOB

I'm the boob who doesn't care about the parking rules of the school. Why should I worry if my car isn't in the proper place? You don't think I'm going to walk a half a mile to school after I drive my car, do you? That long-legged principal can go to and stay put, but he won't tell me where to park my car. This is a free world, and if I wanted to I'd park my car in the school building where it would be out of the sun and rain. Why? Well, 'cause I'm the boob of all boobs, that's me, and nobody else.

Making Humorous Columns. Eugene Field, the poet laureate of childhood, was one of the first successful conductors of that bandwagon of mirth and whimsical comment known as the "newspaper column." Most of his famous poems first appeared in "Sharps and Flats" in the Chicago

Daily *News*, so that his approach to fame was along the path of newspaper print.

But Eugene Field was very much like a one-man orchestra. He did all the work himself — a task which requires talents of high order. Not only was he a poet, but he was also a nimble paragrapher, an artist in satire and burlesque, and a commentator on good literature. Probably the column he produced has never been excelled in America. His personality "made" it.

When S. E. Kiser, well-known humorist, was asked to define the purpose of the "colyumn" as a part of the daily menu of newspapers, he did so in the following words:

> The "colyumnist," as I appraise him, must have a sense of humor, and be able to express it; he must do some thinking, even if it hurts or requires effort; he must have a desire to assist in making the world fit to live in; he must know where reason ends and prejudice begins; he must be a poet, a wit, a philosopher, a critic; he must be visionary and practical, and he becomes a bore as soon as he makes a habit of taking himself seriously.

Rather a large order, that, for any high school student who aspires to be a column conductor and di play his wares on the editorial shelves. If he undertook his task unassisted, he would speedily find himself "written out," for no student can be consistently funny and different throughout the school year. It is the business of the department chief, however, to whip other intellects into activity, so that the column he conducts becomes a *mélange* of clever quips, epigrams, poems, and what-not furnished by a large company of readers. Unless the column conductor does develop this team play his handiwork will probably fail to keep interest alive. A letter box, conveniently located, should offer haven for contributions intended for print.

Jests barbed with smart personal references often wound and humiliate their innocent victims, especially girls. Let the column conductor use proper restraint and good taste

in compiling his column. Clean humor, without a sting, is relished by everybody.

The following examples of column contributions are clipped from "Between You'n Me," an anthology of poetry and humor clipped from the *Lake reView*, the newspaper of Lake View High School, Chicago. The booklet represents the best paragraphs and verses published in the paper over a period of five years.

THOUGHT

The stars are silver half-songs,
Sung throughout the day,
That climbed the dusk-dimmed star-light
And settled down to stay.

But when the songs are fading
(For ever songs grow old)
The dawn sweeps all the stars up
With a broom of gold.

— *Harriet Ball*

SO?

The roof it has a lazy time
A-lyin' in the sun.
The walls they have to hold it up
They do not have much fun.

— *Nony Mus*

CAVALIERA RUSTYCANNA

Blessings on thee, little man,
In thy trusty, rusty can!
Proud to own that trembling wreck —
A car that's rattling good, by heck!
You will leave us in a trice
Shaking like a pair of dice.
Beat the lights and pass each truck
Race the train to try your luck.
Find out what that can can do; —
He's loose at last! Poor lad, Adieu!
Now you've joined the restless horde,
Knights errant of the running board.
One of all the crowds that creep
On the crowded roads like sheep
Dropping from the skies like manna,
Cavaliera Rustycanna.

A. B. G.

Two English teachers were in an auto smash-up. Corpses, glass, and other incumbrances flew around for a while. One of the teachers, fatally wounded, faintly gasped.

"It's no use, I'm done for."

"Heavens," shrieked her friend, from the other side, "don't end your sentence with a preposition!"

"Boy, tell me the truth," thundered King Arthur. "What made all these nicks in my broadsword?"

"Sire," replied the tremulous page, "I should not squeal on a woman, but the queen's been sharpening pencils."

As our teachers would say, "I laffed, till I thought I'd split an infinitive."

Letters to the Editor. While office-made editorials are upbuilding and helpful, the editor of the school paper should not forget that readers may have equally valuable opinions. He should encourage expression of them by establishing a letter-box department, where these opinions may be printed. Anonymous letters, assailing somebody, deserve the waste-basket. If the editor has a friend who is keenly interested in a certain matter, he should ask him to write a communication for the readers' column. Staff members should also assist in keeping the pot boiling.

Waging a Campaign. The writing of editorials is not the sole function of the scribe who voices the paper's opinions. He will also be called upon, from time to time, to promote and encourage school enterprises. The easiest method is to publish enthusiastic editorials, but unluckily these do not alway bring about the desired result.

Most readers need more light, not more heat. Once the information is within their grasp, they will act upon that information. The editorial writer, therefore, is first called upon to wage a campaign of education through the printing of the facts. This means the active coöperation of the reporters in writing constructive stories that lead naturally to the making of readers' opinions.

If the editor believes, for instance, that his school needs

a trophy room, he should first seek to develop an interest in such a project by printing all the information he can about trophy rooms in other schools, with probable cost, indicating the uses to which the trophy room may be put. Interviews from students, alumni, and instructors may well serve to develop interest and to prepare the ground for the dropping of that seed of suggestion later on which will grow into concrete plans to secure a trophy room.

After all the facts have been presented in a variety of ways, the editorial writer is ready to apply them. He may then urge and argue with effectiveness. He may seek the prominent position of the first page to present his views; he may offer a series of articles presenting the reasons that make a trophy room desirable. Such a campaign requires ingenuity, perseverance, patience, a willingness to remain in the background while other hands do the work. Indeed, the best campaign is that which enlists the service of other people, caught in the sweep of the editor's enthusiasm, and convinced that something should be done.

Suggestions For Editorials

Wasting Time
Mother Goose Up-to-da
Discipline
Applied Geography
Doing a Good Turn
Fathers and Mothers
Hobbies
The Books We Read
Vacations
Cultivate Thrift
A Poet's Birthday
Know Your City
"Stick!"
An Honor Student
The Alibi Club
The Death of a Dog
Swear Not!
An Up-to-Date Fable
Chalk Dust
A School Memorial
Fireside Patriotism
Movie Reform Needed
The Americanization of Playgrounds
The Misuse of Holidays
Championship Prospects
The Movie as a Teacher
A Model Dress for School Wear
A School Benefactor
Needed — School Improvements (a series)
A Memorial to Our Soldier Dead
"A Sunday School Boy"
The First Christmas
We Salute the Janitor
The Need of Fire Drills
Playing the Game Square
"We See By the Papers"
Cheating and Cheaters
Reading With a Purpose
A Banquet for Fathers and Sons
Abolishing Final Exams

Wasting Time
Two Weeks Till —
Plant a Tree
Gridiron Wrangling
Ivy for Remembrance
Abusing Books
Our Weekly Quiz
Graduation Dresses
A Word a Day
Arm-chair Travels
Fireside Patriots
Soft Snaps
Respect for the Law
The Hurry Element
A Reformed Hallowe'en
Gridiron Manners
Read Biography
Abolishing High School Fraternities
Wanted — A School Bank
Courtesy in the Classroom
Wanted — A Trophy Room
Respecting the Flag
Catch the Cloakroom Thieves
Hoodlums in the Gallery
Seeing Yourself in Print
How to Treat a Chaperon
Cultivating Traditions
Be Yourself
Littering the School Yard
Everyday Science (a series)
Community Night for Parents
Suppress the "School Kidder"
Other People's Faults
The Seniors' Future

CHAPTER XIII

FACTS ABOUT TYPE AND PRINTING[1]

Instruction in Printing. Owners of printing establishments in England send their sons to the London School of Printing for proper training, so that they can continue to conduct the business with some degree of success when the fathers are ready to retire. In that school instruction is given in various branches of the printing industry — in the mechanical operations as well as in approved methods of business management. The object of such all-round training is apparent. Thorough knowledge of technical operations in any business fits one better to supervise the conduct of it.

In the United States, institutions of learning similar to the London School of Printing are conducted with equal success. Carnegie Institute of Technology, and some of the colleges and universities, prepare young people in the way indicated.

Public schools in this country are perhaps the greatest factor in giving the first real opportunity to become acquainted with the printing subject by offering courses in typography.

Typography is an art study. It deals with balance, proportion, shape, harmony, a study of type faces, borders, ornamentation, and proper arrangement of them upon the printed page — knowledge helpful not only to every one planning to go into advertising, journalism, the printing business but also to every professional man.

Type as a Common Medium. Practically all of us use

[1] The material for this chapter was furnished by F. C. Lampe, manager of the department of educational research, Barnhart Brothers and Spindler, Chicago; and Paul Sandegren, Managing Editor of the *Daily Northwestern*, a journeyman printer.

type in some form. No business today can be successfully conducted without advertising. The laying out of advertisements for magazines or newspapers, direct-by-mail advertising, and many other methods designed to inform the public what the manufacturer or the merchant has to offer requires careful thought, preparation, and familiarity with type values. The ability to write appealing copy is essential, but no more important than to be able to choose the right type to carry the message to prospective customers. A good course in typography should be found in the course of study of every school.

Type at Work. To produce a good-looking school paper, it is essential that the student editor understand a few of the basic principles of typesetting — type measurements, type faces, and still more important, coöperation with the printer.

Type measurements are based on the "point" system. Remembering that there are 72 points to an inch, one may easily deduce the various type sizes. For all practical purposes, we may say six-point type is the smallest face used in newspapers. The large daily papers of the country generally set the body matter of their stories in seven or eight-point, using ten or twelve-point solely for purposes of display. Six-point type is one-twelfth of an inch high, twelve-point is one-sixth.

For the school paper the ten-point is more frequently used for text than any other, mainly because that size type is more convenient for beginners to handle.

Founders manufacture type for many purposes — some useful for printing books, others for advertising, as well as for the various jobs demanded by business. The main thing to consider when choosing type for text matter (usually termed "body" type) is to select a face legible and open enough to give a clear print. The Caslon Oldstyle, designed more than two centuries ago, holds a record of service in the enlightenment of mankind perhaps unequaled by any other

letter design ever created, and is still the world's standard of Oldstyle Roman. It may be used advantageously in most printing jobs. The Roman faces are good. For the school paper the Authors Roman Wide is excellent. There are many others that will appeal. Individual tastes differ — what one printer likes may not be chosen by another.

Kinds of Type. So many different sizes of heads are used for newspapers that it is difficult to generalize. Headlines are usually set in boldface, and they ordinarily range in size from twelve-point to thirty-six and forty-eight-point type. It is not advisable for a high school editor to use heads larger than thirty-six point, except for streamers across the top of the page, since they only serve to give the page a heavy appearance unless handled with the greatest professional care. Moreover, large-type heads are extremely difficult to write well.

Type for headlines should be selected to correspond in tone value with the text type. Avoid too much contrast. A very black heading does not harmonize with a light-faced text type.

For newspaper captions the condensed faces are in more general demand, allowing a greater number of letters to the line. There is a large assortment from which to choose. The Adstyle, Caslon Black, Roman Bold, Modern Roman Extra Condensed, the Bold and the Medium of the same series, the Authors Roman, the Gothic faces, and a number of light and heavy italic faces, are mentioned as suggestions worth consideration.

There is no need to remember such terms as "nonpareil," "brevier," and "small pica" when designating type sizes. Such names have become more or less obsolete during recent years. It is well to remember "agate" as the term for five and one-half point, and "minion" for seven point, however, since these terms are still extensively used in newspaper offices. Want ads are set in agate on many

GOTHIC NO. 14, 42 PT.

Bodoni Bold Lower

SET IN 36 PT.

Bodoni Bold Italic, 18 Pt.

CHELTENHAM BOLD

SET IN 24 PT.

CHELTENHAM Condensed, 24 PT.

CLOISTER BOLD

Cloister Bold Lower

SET IN 30 PT.

Garamond Italic, 30 Pt.

IONIC CONDENSED, 30 PT.

Antique No. 1 Italic, 18 Point

Cheltenham, 12 Point

Century Bold, 10 Point

This is a specimen of the popular newspaper body type-face, 7 POINT IONIC No. 5, the type that is kind to the eyes. Its scientific design makes it

—Courtesy Mergenthaler Linotype Company

CONTRASTING STYLES OF TYPE FACES

papers, following the style of the Chicago *Tribune*. The body type of the Chicago *Herald-Examiner* is set in minion.

Some Printers' Terms. The word "em" technically means the square of the depth of the body of the type: viz., an eight-point em is eight points wide; a ten-point em is ten points wide. An "en" is exactly one-half the size of an em in any size type.

As a general rule, however, printers have adopted the expression "em" as a shorter way of saying "pica," which is twelve points or one-sixth of an inch. If you ask a printer to set copy twelve ems wide, he will set it twelve picas. Compositors never misconstrue instructions because of the two meanings for em, so if he is asked to set copy twelve or twelve and one-half ems wide, it is the same as asking for it twelve or twelve and one-half picas.

The usual column width used by most newspapers is twelve, twelve and one-half, or thirteen picas. When figuring widths of two or more columns, one should not forget to add the width of the column rule, which is six points, or half a pica.

Type faces set on solid slugs sometimes give the appearance of being crowded. If the body of the type is seven point, it is well to select an eight-point slug; if it is eight point, the slug should be nine. This allows a little light between lines. Care should be taken not to set the type on too large a slug, though, since seven point on nine and eight point on ten leave almost too much white space between lines.

So many different type faces have been introduced during the last twenty-five years that it is impossible to describe them all. Some of those most generally used are Bodoni, Century Expanded, Goudy Oldstyle, Cloister Oldstyle, Cheltenham, Garamond, Bookman, and Ionic. Your printer can prepare a style sheet for you giving the names of the various type faces he has in his shop.

A few abbreviations which any copy reader should know are:

bf caps, boldface caps
bf c & lc, boldface caps and lower case
all bf, all boldface
ital, italics
all ital, all italics

These instructions to printers are used a great deal where there is no set style on various type faces permissible, and by learning them one saves much time and effort.

Working with the Printer. Coöperation with the printer is a big factor in bringing efficiency to the paper. Work should be systematized. Each story sent to the compositor should be identified by a "slug line," at least giving enough information so the story may be found in the galleys when ready to make up. It is best to adopt the "head-number" system. The printer sets up all the different heads the paper may want to use, and these are numbered 1, 2, 3, etc. One specimen of the schedule agreed upon is left with him, and the editor keeps one himself. When the heads are written, the stories and heads go to the printer on separate sheets of paper. The story should be identified with the number of the head and the first line of the head. For instance, suppose you had a No. 1 head, reading:

LINCOLN SWAMPS
ENGLEWOOD 18-0
IN EXCITING TILT

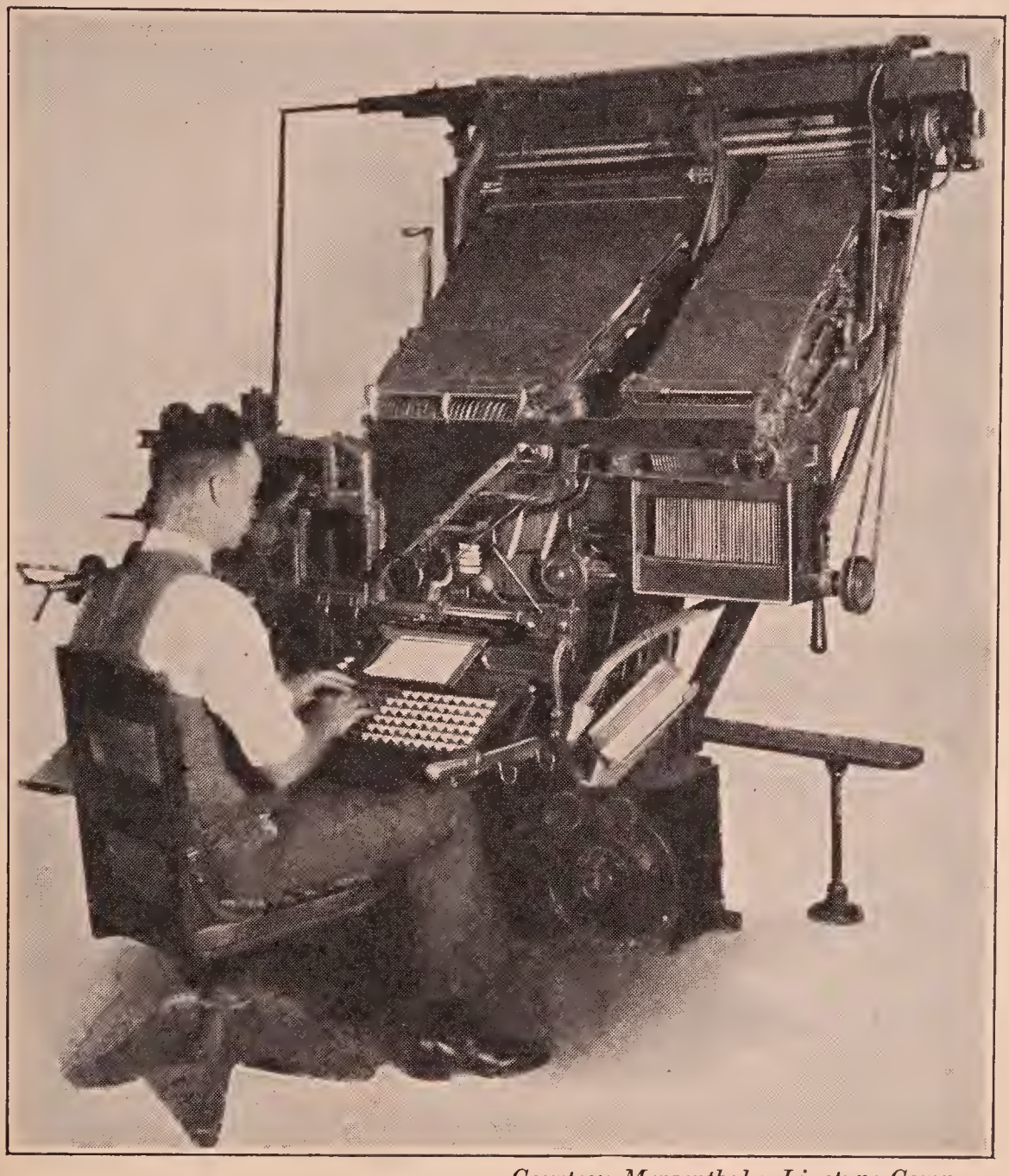
Then the head is marked "#1," and at the top of the story goes the guide line, "#1 — Lincoln Swamps." This simplifies the bank-boy's job, expedites printing, and cuts down chances for inaccuracy. Another important fact which the student editor should remember is to meet all deadlines.

He will find that the printer will do a better job if he coöperates. Besides, if the student ever works for a large paper, he will find that absolutely no copy is acceptable after the minute it is due.

The Linotype Machine. The linotype machine may be described as a machine which automatically assembles the line of matrices (individual letter molds), casts a solid line of type, and distributes the matrices in their proper channels for use all over again. The operator presses a key much the same as on a typewriter, a matrix is released from a "magazine," and drops into the assembler. After a line is full, the operator raises the line to a carriage, which automatically carries it to the "elevator." The elevator drops into position in front of the "mold disk," which is connected with the melting pot. When the line is in position, and the "space bands" (wedge-shaped devices), have adjusted the space between words evenly and forced the words on each end of the line flush with the end, the metal plunger is released and forces a molten composition of lead, tin, and antimony into the form in the disk, and the molds on the matrices form the shapes of the letters. The operation is a complicated one, and it is almost necessary to study the actual machine to get any idea at all of how it works. After the line of type is cast and delivered on to an attached "stick" (a sort of small galley), the matrices are picked up by a second elevator, which carries them to the distributor bar, where they are carried along until the tooth combination which holds them to the bar corresponds to the combination on the bar, and they drop into their respective channels for use time after time. After the type has served its purpose, it may be re-melted for future use.

The Newspaper Press. When one plans a school paper, the first thought should be size and shape. The printing press that is available will have to determine that. If there is a cylinder press, no difficulty will be encountered. It may be a five-, six-, seven- or eight-column paper. But where

there is only a platen press (12x18, 10x15, or an 8x12), the paper must be of a size that the press will accommodate. One of the important problems is laying out the dummy.



— Courtesy Mergenthaler Linotype Company

A Machine That Is Almost Human

Here is where a knowledge of the printer's point system of measurement is necessary. Are there to be two or three columns to the page, and how are the columns to be as to width and length? What size and kind of type should be used for the body and the heads? What size of paper stock

will cut most economically? Attention must be given to illustrations for the paper, as well as the setting of advertisements. All of these matters will probably be understood better if the student inspects the plant of his local newspaper and talks to the superintendent

CHAPTER XIV

WRITING ADVERTISEMENTS

The Lure of Advertisements. An English steward saying good-bye to Europe-bound American tourists had one parting request, "Leave your magazines in the staterooms. I take them home to my wife. She likes to read the advers." She is not alone; men, women, boys, and girls, from all walks of life, like to read the "advers," although a few conservative citizens will not acknowledge it.

We naturally forget in reading our continued story, the curt command, "Turn to page 86." The merits of the latest sports model car, the many specific uses for Hawaiian pineapple, the self-assurance of the newly promoted correspondence-school graduate, and the funny pictures and verses about soup or chewing gum have temporarily diverted our thoughts from the story and opened new paths for our minds.

Now we may have bought the magazine to read that very story, and we certainly do not think of ourselves as prospective buyers, but vivid word pictures and phrasing, apt historical allusions, a bit of friendly dialogue, a striking figure of speech, a clever parody, have lured us away and set our imaginations adrift.

Writing with a Purpose. All these are literary devices used by the novelist, the dramatist, the poet. Their use is sacred to literature; their discussion is hallowed by textbooks. It is surprising, almost shocking, to see the weapons and tools of literature used in the battle for business. The writer of forceful advertising employs them so adroitly that the untrained do not recognize their presence and think advertising copy "just grows." Advertising is a studied

literary form or technique; in fact, it is the purest form of purposeful writing. We may discredit this purpose, which is frankly to sell the advertised product or idea. This purpose we may also scorn because the impulse and need for self-expression are not its source; but we must acknowledge that advertising has its "classics," which we instinctively recognize in the columns of our favorite magazines.

In courses in English composition we cannot altogether discard advertising copy. It bulks large, not only in the newspapers and periodicals of the day but in the wide circulation of pamphlets issued by business organizations and travel bureaus.

Advertising as News. Advertising has a particular interest because it thrills and quivers with present-day vitality. It tells about the very newest things in the world. Old things are mentioned only for invidious contrast. If Hannibal did not have airplanes on the road to Rome, that was his hard luck. The avowed, obtrusive fact that men write advertising to get business and not to win enshrinement in literature needs no apology and no defense. Advertisements are written by men and women who do nothing else for a livelihood and find a true vocation in this practical form of simple, forceful composition.

The Human Approach. Advertising is human in appeal. Merely a brief study of publicity literature reveals some of the basic principles of literary structure and appeal. Advertising has a very human approach to the reader. The writer emphasizes the needs of home, father, mother, and children. This human touch makes advertising interesting. A description of a product, an exposition of a machine, does not pull. Many advertisers refuse copy having no mention of people. Real-estate ads must feature children playing in the open spaces of the new suburban addition, father pulling tomatoes from his hand-planted vines, mother prideful, picking dahlias. The readers see themselves in these

delectable surroundings, and desire for possession is implanted in their minds and hearts. Advertising copy and literature have, then, one fundamental in common: Both must be human. They must picture how real people act in given situations. That's not a bad start for any writer.

Again, the sympathetic author and the writer of advertising meet on common ground. Both must keep the reader in mind. Their repeated test questions should be, "Have I made this clear to the reader? Will he understand this situation?"

Satisfying Everyday Needs. A man or a woman trained to write advertisements knows that the mind clicks to the call of the five senses, so he employs these human, almost primitive, instincts to arouse thought and feeling. The food ads appeal to the sense of taste and smell, and make us hungry. The furniture on the porch or living room must feel comfortable to a tired body, calling into play the sense of touch. The desire for beauty and comeliness is the most human of our frailties. Investigation shows that the largest portion of the ads appeal to our love of the beautiful, through our sense of sight, the most traveled and overused road to the mind. These ads include among others all the personal aids to beauty and charm, interior decoration of the home, and accessories of costume. The health ads bolster their cause with promise of beauty. Even the sense of smell is not overlooked. With what he considers a deft touch, the "ad" writer relates this most disused of our senses to personal well-being and happiness.

Arousing Attention. But this knocking at the human heart is not the only reason for the universal appeal of the advertising pages. The wording and structure of a good ad are simple and easily understood. If this is not true, the advertisement will not be read, and if it is not read, it will not sell anything. On the sales-bringing basis, the ad writer rises or falls. Ads are not pondered over at first. They are read hastily, until one strikes home and the reader stops.

Simplicity in writing and speaking comes as a result of study and analysis.

Unity is necessary. Many words and ideas confuse the meaning for the average person; therefore the writer must select his one selling point and choose with discriminating care specific words to make emphatic this salient feature of the advertised product. A good ad must have unity of thought. We see ads with lists of seven or eight unusual points; but are they read? The writer who chooses the one outstanding different point hits the mark. A study of familiar advertising slogans strengthens this idea, and their constant repetition combines emphasis with unity.

Headline and Sentences. The headline should sound a keynote, and this should lend a *motif* to the body of the advertising copy. This enforcement of unity prevents scattering the appeal. Usually the headline is a complete but short sentence, in form declarative, imperative, interrogative, or exclamatory. In classifying these different forms, observe that purpose, and judge their forcefulness for attracting attention. In its content the headline may give the name of the article or some specific selling point. A firm name, unless a very famous one, calls faintly. "Andrew Brothers — Lunch Counter" means little, but "Hot Waffles and Syrup at Andy's" rings the breakfast bell.

After the headline the writer arranges his sentences in the order of a sales talk. This gives coherence to his own ideas and leads the reader in his process of thought. The salesman in ad form arouses interest, creates desire, and tries to induce action in a few well-knit sentences. Long sentences with confusing phrases and clauses are not clear. Keeping track of connectives requires sustained mental effort. The thought in an advertisement must be grasped quickly and easily. Understanding is the watchword.

From an ethical standpoint, too, advertising permits no misunderstanding; the product must be as advertised. Rayon cannot masquerade as silk; a rabbit cannot get

"foxy." The vigilant Better Business Bureau, operated in forty-six cities, demands accurate advertising to keep business safe for investors and consumers.

Effective Use of Words. All high school boys and girls remember the expression "winged words" in Homer's *Odyssey*. Advertising by winged words flies to all parts of the civilized earth carrying its message of commerce and good will, for not all publicity is strictly commercial in its import. We may be induced to subscribe money for some worthy cause if a publicity agent, by the persuasive power of words, presents the need.

A writer may call visions of the past to our mind in his effort to visualize the difference between the old ways and the new. Before any person can present a picture to others, he must first see it plainly himself, so the process is twofold. Visualization is a tax on the imagination and the vocabulary. It calls for a strict analysis of the different parts of speech. Verbs are most forceful because they suggest action. The ad writer finds the active voice the most direct. Nouns and adjectives are picture-making, if colorful and specific. If an ad seeks to tell in story form the progress of a hundred years, the expression, "From tallow dip to violet ray" is more specific and suggestive than "From 1828 to 1928."

Literary Craftsmanship. Readers like dramatized advertising copy. Responses show that it is read more than any other form. Dialogue is entertaining in itself and easy to read, because it is typographically attractive. The conversational method enforces the selling idea almost unconsciously, for the dramatization has coaxed the reader's interest pleasantly along down story-book lane. But here again is a distinct literary form requiring peculiar skill and a knowledge of human nature. The talk must seem natural, not forced.

Many boys and girls see no use in studying sentence structure, literary devices, and diction. They are as the blind, because they do not see these principles at work in any

FIGURE I

Showing the first rough draft of the advertisement.

FIGURE II

Showing the blocked-in dummy for the advertisement.

practical form. In this familiar field of publicity it can easily be demonstrated that the writer of fruitful advertising copy employs the recognized rules and arts of literary craftsmanship. He feels keenly the obligation of the writer to the reader, and for this unknown reader's sake tries to present his thought clearly, forcefully, and entertainingly.

Preparing an Advertisement. To follow the evolution of an advertisement from the moment of its inception, through the making of the first rough sketch, completion of the typographical layout, and finally the finished product in print, is a profitable study to any one interested in the processes of a great creative art. That study should be doubly valuable to a high school student who will be expected to present a layout and suggestions for an advertisement when calling upon a merchant. Youthful aptitudes applied to such a practical objective as writing sales copy may later lead a boy or girl toward advertising as a life work. On any count, preparation of advertising display affords good practice in apt use of words and in artistic arrangement of headlines, text, and white space.

Suppose we look over the shoulder of a professional copy writer, and see how he works out the idea for an advertisement.[1]

The first step is to decide what the message will be, in this case the arrival of Austrian crepe mufflers to be sold at ten dollars, the central theme of the sales talk. After determining what his appeal shall be, the copy writer carefully writes his material, arranging the paragraphs in order of importance to the reader and selects the item for headline emphasis. This headline should be as short as five words if possible, but long enough to be interesting.

When his copy is completed, the ad writer surveys the space available. The advertiser has told him the amount

[1] The authors are indebted to Walter Warrick and Cedric Seaman of the W. E. Long Company, Chicago, for charts illustrating the stages in the growth of an advertisement.

FIGURE III

Showing the advertisement as printed.

of money he desires to spend on the advertisement, and the copy writer has translated this into column inches. The copy man then makes a pencil sketch of the space. He draws in roughly an illustration that visualizes the message to the prospective buyer, using heavy lines for the headline, lighter lines for the copy space. He makes a line for the signature as heavy as the headline, or heavier. Then he submits a sketch like Figure I for approval. See page 220.

If this rough layout is approved, he makes a more comprehensive one to be followed by a newspaper typographer, marking out the exact space the illustration is to fill, with specifications as to type for the headline. Caslon Bold or Bodoni Bold, both good faces, are available in most newspaper shops.

The advertising manager of a newspaper will usually prepare the art work and engravings needed. Art work should be one-third larger than the actual size of the engravings to be used, so that all lines will stand out boldly after reduction. If engravings are not practicable, mats may be selected from an advertising service furnished by the printer.

In this case the client has a standard cut for his signature; otherwise the copy writer would have had *Carson Pirie Scott and Company* set in bold type at the bottom of the advertisement.

When the layout is clearly indicated, the ad writer attaches his copy to it and asks the newspaper to set the advertisement according to specifications; then to submit a proof. The directions are given in Figure II, page 221.

When the proof is returned, the copy writer compares the proof with the comprehensive layout, reads copy carefully, marks any errors, and writes out his corrections. When the proof is finally approved, he marks it O. K., initials it, and returns it for insertion in the paper. Figure III, page 223, shows the way the ad looked when printed.

Readings

Durstine, R. S. *Making Advertisements and Making Them Pay.* Scribner.
Herrold, Lloyd D. *Advertising for the Retailer.* Appleton.
Herrold, Lloyd D. *Advertising Copy, Its Principles and Practice.* Shaw.
Hotchkiss, G. B. *Advertising Copy.* Harper.
Sampson, E. *Advertise!* Heath.

CHAPTER XV

PROBLEMS OF BUSINESS MANAGEMENT

Business Staff Organization. News organization is a thing never to be minimized. Another real problem, however, is to make the publication a successful venture. The paper, no matter how well printed, no matter how interesting, must show a financial profit month by month, or fail through lack of sustaining revenue. This chapter, therefore, concerns itself with the application of sound business methods to the art of publishing.

Administration of the financial affairs of the school newspaper rests upon intelligent direction and coöperation. It is a good plan to have a faculty adviser give close supervision to the work of departments charged with solicitation of advertising, sending out bills, keeping books, gathering subscriptions, distributing papers. The adviser's "head man" is the student manager, chosen for the job after he has proved his competency in some minor staff position.

Two department chiefs will be needed to complete the business organization, (1) the advertising manager, selected jointly by the adviser and business manager; (2) the circulation manager, similarly chosen. Each manager is authorized to appoint his own younger assistants, basing his selection on proved ability and capacity for hard work. If the paper is produced by the printing laboratory, the business department should seek the coöperation and practical advice of the plant superintendent and his assistants.

When advertising, subscription, circulation, and collection subordinates are put to work at the same time as the business manager, opportunity is given them to learn the operation

of the business, so that they are in a favored position to carry on the following year when selection of a new business manager is made from their number.

Duties of the Business Manager. Organization of the advertising wing of the business staff, under immediate control of a capable supervisor, is perhaps the first duty of the business manager as he starts work for the year. Once advertising solicitors and copy men have been chosen, detailed instructions must be given them on what they are to do.

Solicitors should be assigned certain accounts, become acquainted with the merchants, and then arrange a definite time to call for advertising copy. By delegating one boy to take care of the same accounts throughout the year, personal contact is built up, and responsibility centered.

The subscription manager should see to it that every student in school takes the paper. Such an executive should be appointed because of his ability to organize and conduct an energetic campaign for subscribers.

The credit manager has charge of all accounts. He should make records of space used and see that bills are submitted promptly the first of the month.

Frequent meetings of this staff, for purposes of reports and discussion, will develop harmony and keep everybody on his toes.

Let us now consider in detail some of the problems confronting the advertising department.

Plan a Definite Sales Talk. Before the advertising manager, or faculty business manager, sends out advertising solicitors, they should be told to speak briefly, courteously, and tactfully as fit representatives of their school.

As salesmen of white space, solicitors should know the following facts about the paper, a copy of which they should take with them to show merchants:

1. Enrollment of the school.
2. Circulation of the paper. Homes represented.
3. Sections of the city from which pupils come.

4. How many times the paper is issued during the year and on what day of the week.
5. Proof that teachers and alumni read the paper.
6. Advantages of a contract by the year rather than at irregular intervals, since such advertising is cheaper, and becomes more effective because of its repetition.
7. One hundred per cent class circulation.
8. Receptivity of the student mind to advertising suggestion.

Advertisements should not be solicited on the basis of good will or charity but because actual buying power is represented by pupils, who must have the merchant's wares, suits, hats, ties, hosiery, cosmetics, compacts, sweaters, books, school supplies, tires, auto supplies, furniture, groceries, magazines, books, radios, sheet music, and the like.

Advertisements in high school papers often fail to bring results, because they do not challenge attention, either by their wording or by their typographical dress. Solicitors should possess some skill in producing copy that pulls trade, if they expect to build up advertising patronage.[1] Above everything else, solicitors should believe in the value of the service they have to sell. Some downtown stores and commercial organizations have regulations discouraging advertising in high school newspapers. This prejudice is disappearing. National clothing and frock ads, ads for typewriters, comptometers, and similar products often appear in high school publications. One of the best ways to secure advertising is to prepare a layout of a size that the solicitor feels the merchant will purchase. Such copy will usually prove more effective than that prepared by the client, and eliminates the necessity of calling the second time for the copy.

Advertising Rate Card. At the outset the advertising manager should furnish contract cards to his corps of solicitors, who, in turn, are instructed to mail bills for advertisements at the end of the month, passing over such money to

[1] In this connection read Chapter XIV on the writing and display of advertisements.

the manager in charge of the books. A marked copy of the current paper should be sent each advertiser by a circulation assistant, perhaps delivered to him by the collector.

The following rate card may be adapted to suit almost any school; for the advertising rate varies with locality,

THE WALLA-WALLA HIGH SCHOOL

WALLA-WALLA, WASHINGTON

The Wa-Hi Journal Rate Card

ON CONTRACT FOR 30 ISSUES

1 to 3 inches inclusive.....30c. per col. inch
4 inches and above.....25c. per col. inch

BY SINGLE EDITION

1 inch.....35c. per col. inch
½ page.....$20
Full page..... 35
Classified Directory, yearly insertion..... 2
Classified Advertisements, per insertion per line..... 10¢

DIMENSIONS: — Size of page 17x22 inches; 8 columns. Column width, 2 inches; column length, 21 inches.

Ads not Accepted for page 1.

Advertising for this Newspaper is now the only advertising which Wa-Hi publications solicit.

School Enrollment — 1233
950 Homes Represented

MODEL RATE CARD

school enrollment, circulation, and size of paper. The price per inch is rather low, possibly because printing costs are not so high as in metropolitan centers.

Keeping Tab on Advertisers. Solicitation of advertising from the merchants of the town needs the same careful at-

tention to detail as does the gathering of routine news. The only efficient way is to know how many business firms may be considered as possible advertisers, and then to adopt a scheme by which representatives of the business department are assigned to call regularly upon the merchants. Results of the canvass should be tabulated on cards every day by the solicitors.

The plan worked out by the *Holtonian,* Holton, Kansas, is so specific that it is offered here as a reliable guide to advertising solicitors on other school newspapers. Note this explanation:

1. From phone book make list of all possible advertisers. Place the names on cards as indicated.
2. Take card from file each issue as assigned to student for solicitation and place student's name after the coming issue number on side of card marked "Solicitation." Keep these cards in separate file.
3. Students' reports are classified in three groups: "new copy in," "repeat," and "refused." The appropriate one of these responses is placed under the heading "report" when the student makes the report, and the cards are kept in groups. Sometimes a more definite statement is made rather than "refused," for instance next "issue," "see about Dec. 10."
4. The day before going to press a check is made of the cards. We find:
   - *A.* The original but depleted file containing cards of advertisers who have not been assigned for solicitation. If we are short on advertising, we will make further assignments from the most promising of this group.
   - *B.* A group of cards all marked "new copy in." We have sent this copy to the printer.
   - *C.* A group of cards marked "repeat." We have notified the printer to repeat the last previous ad of these firms, have sent in marked copy of the last issue.
   - *D.* A group of cards marked "refused." These should be watched for suggestions of future possibilities.
   - *E.* Perhaps some cards assigned but unmarked with reports. Students whose names are on these cards should be interviewed immediately.

5. The cost column may be filled in and checked with statements made out directly from the paper.
6. The same student collects for previous ads and solicits for future issues, but he makes his reports to two different persons.
7. After the question of payments has been taken care of, all the cards are then returned to the original file for reassignment. Statements of payments due are attached to cards.

The accompanying card, showing record of solicitation, copy insertion, and payments on advertising run indicates how the Holton system operates in practice:

SOLICITATION

BEAUCHAMP PHARMACY

ADVERTISER

Issue	*Student*	*Report*
1	Charles Monrose	Copy in
2	" "	Repeat
3	John Sunning	Copy in
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		

ADVERTISING PLACED AND PAYMENTS

Issue	*Cost, ¢*
1	80 Pd.
2	80 Pd.
3	80
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

BEAUCHAMP PHARMACY

Advertising Contract. When merchant and advertising solicitor reach an agreement on the amount of advertising desired, and the rate to be paid per inch, a contract should immediately be signed in duplicate and placed on file. Memory is tricky. Written records instantly show what the advertiser has agreed to do, in case any question arises.

The form of agreement need not be elaborate, but it should

be specific, businesslike. A sample advertising contract, with sliding-scale provisions that encourage the merchant to advertise regularly, is presented below. If a flat rate card is adopted, irrespective of number of inches used, a formal contract probably is unnecessary. The sliding-scale agreement, however, makes possible printing of a steady volume of advertising throughout the year. The advertising manager should see that merchants are called upon regularly and that they fulfill the terms of their space contracts.

.....19.....

CENTRAL OUTLOOK
COLUMBUS, OHIO:

You are hearby authorized to publish ..... advertisement in your biweekly publication occupying a space of ..... inches in length, single column or its equivalent, the same to appear ..... times beginning with the ..... issue; for which ..... agree to pay you $..... per issue, payable on proof of publication

ADVERTISING RATES .....

Space	*One time*	*5 times*	*16 times*
1 inch	$ 0.70	$ 0.60 each	$0.55 each
2 inches	1.35	1.10	1.00
4 inches	2.60	2.20	2.00
6 inches	3.80	3.00	2.75
8 inches	5.00	4.00	3.50
¼ page,	8.00	7.50	
½ page	15.00	14.00	
1 page	28.00	25.00	

Accepted for *Central Outlook*
.....
SOLICITOR
Approved
.....
ADVERTISING MANAGER

Service to the Advertisers. Every advertising solicitor needs to keep in touch with the march of seasons and events in order to advise merchants on opportune times to use printer's ink. For instance, during the winter party season, at the time of the Junior Prom, all dress shops and haberdashers become exceedingly popular. This is an excellent time for these firms to advertise seasonal articles, since these make direct appeal to student needs. Usually, some sort of

advertising tie-up may be established with practically every school event.

Another way to encourage advertising is to send out questionnaires seeking answers from students on what they buy and what shops they patronize. Merchants can thus be shown that their goods are in demand and possibly be induced to buy more space. Merchants who do not get their share of custom should be "sold" on the idea that, if they advertise regularly, they will attract larger student patronage. Such a questionnaire works to the mutual advantage of paper and advertiser.

An assortment of newspaper cuts in mat form, with attractive copy attached, is now available to school publications. The text of these ready-made ads may be easily changed to fit the market of the local merchant.

Cultivate the Small Ad. A profitable field for classified ads may also be cultivated among pupils themselves and among dealers in small articles. These "little fellows" may be roughly grouped under *For Sale, Lost, Wanted, Found,* and the like, and payment made at the rate of ten cents a line, which brings considerable revenue.

One way to secure ads of this type is to assign a member of the staff to telephone all the classified advertisers represented in the town or community newspaper. If readers have lost an article in the vicinity of the school, or need student help, or have an article for sale that should appeal to boys and girls, they should be urged to use the official paper, on the strength of the fact that every student reads the school weekly.

An innovation, combining profitable advertising with news features, is found in the publication of an "As We See It" column where sales announcements written by students appear regularly. These reading notices bring ten cents a line. The items should be readable, informing, specific. The following compilation was printed in the High *News,* Lakewood, Ohio.

As We See It

Music is a wonderful thing for all. If you wish to become a pianist or wish to extend your study and become an advanced pupil, call Lakewood 2169–W for appointments. Miss Helen Billington Westphalinger's studio is located at 1205 Gladys avenue. Being a pupil of Mme. Chaumont at Paris is enough recommendation for Miss Westphalinger.

* * *

John Colville Dickson can develop your voice and improve your singing. He uses the famous old Italian method. Call Boulevard 3651–J for appointment or further information.

* * *

That broken window in your car may be replaced by the J. Bruening Company, 11905 Detroit avenue. They also carry a complete line of automobile accessories. Phone Boulevard 1254.

* * *

For your next haircut try the Madison-Marlowe Shop, located at 2002 Marlowe, south of Madison. They do first-class work only.

* * *

Insist on Weideman Boy Brand pure foods when buying at your grocery store. This brand of food is served in our cafeteria.

* * *

Interested in stamps? See Robert L. Maurer, Home Room 320, and get particulars concerning the Cleveland Stamp Club.

* * *

Shoes need new heels? The Acme Shoe Repair Shop can take good care of you. They are located at 11904 Detroit avenue. All their repair work is guaranteed. Give them a trial. Their phone number is Boulevard 0158.

Keeping Advertising Records. After the advertisement is printed, the next task is to enter the proper charge on the advertiser's account in accordance with terms of his contract. Such businesslike procedure is woefully neglected on many school publications. As a result many dollars are lost every

NAME .....

ADDRESS .....

TEL. NUMBER .....

NAME OF ADV. MGR. .....

CONTRACT .....

REMARKS .....

SOLICITOR .....

RATE: 55 cents per column inch

Date	Space	Debit	Credit	Balance	Inches to date	Bal. of Contract
9–19	3	1.65		1.65	3	247
9–27	7	3.85		5.50	10	240
9–29	6	3.30		8.80	16	234
10–1	4	2.20		11.00	20	230
10–21	4	2.20		13.20	24	226
10–22	14	7.70		20.90	38	212
11–3			20.90			
11–4	12	6.60		6.60	50	200

MEMORANDUM FOR AN ADVERTISER

year. Advertisers often protest that advertisements did not appear on the date ordered, that mistakes had been made in billing. Careful bookkeeping offers the only solution to these problems — also written instructions in record form relative to every item in the transaction.

The card on page 235 shows how a memorandum of a merchant's advertising may instantly be made available. Monthly bills are based on insertions itemized on this card.

Securing Subscribers. Many of these considerations about advertising revenues are not pertinent in some schools. For example, the Senn *News* of the Nicholas Senn High School, Chicago, does not carry advertisements at all, but depends on sale of papers to meet cost of production and add to the reserve fund. When the paper is cut off from this advertising revenue, the business office through its circulation department must do heroic work to boost the number of subscriptions to the point where the paper becomes self-sustaining. The Senn *News* is a successful business. Out of a student body of 3800, solicitors sell every week 2850 copies of the paper at five cents each. Two special editions — the Hallowe'en and April Fool numbers — are sold for ten cents apiece, with substantial increase in revenues. The cost of the paper — seven columns, four pages — is approximately $140 an issue. You may figure out the profits for yourselves.

Ingenious methods in salesmanship are employed by the solicitors to sell the paper. Posters, bulletins on the blackboard, and team contests are utilized to boost circulation, with satisfactory results. A solicitor is assigned to each room in the building and reports on the number of papers sold when he turns in his money. The blank shown on page 237 pictures how the final reckoning of sales is determined at the end of the week by the circulation manager.

The surest way to get and hold readers is to print a consistently good newspaper that every one wants to read, and then to issue only enough copies to supply the demand. Stacks of unread "extras" cost money.

THE NICHOLAS SENN HIGH SCHOOL

SENN NEWS

Weekly Report[1]

Date .....

COUNT	DIV. RM.	ORDER	OUT	EX. PD.	EX. OUT	EX. RET.	REMARKS
x	P—1	9	x	3	5	2	O. K.
x	P—5	17	x	3	5	2	O. K.
x	130	13	x	5	5	0	O. K.
x	136	30	x	3	3	0	O. K.
x	156	19	x	15	20	5	O. K.

[1] *Explanation of Weekly Report:*

The check mark in the first column indicates that the order for the indicated room has been made up.

The number of the division room is indicated in the second column.

The column headed "order" designates the number of copies the room has paid for before Thursday (the day for distribution).

The number in the "extra-out" column designates the number of additional papers given the room salesmen on Thursday.

The number of extra papers that are sold is put in the "extra-paid" column.

The "extra-return" column is the check on the number of extra papers returned.

The "out" column is where the unaccounted papers, if any, are listed.

The total number of sales for the room is taken from the order and extra-paid column. The salesman returns with money or papers Thursday afternoon.

Subscription Cards. If room distribution and individual cash sales do not seem practicable, another subscription method is that of accepting payment for the semester, and the issuance of a receipt card signed by the solicitor. One half of the card may be filed in the office under the proper room number and in alphabetical order. Each solicitor is given enough cards to distribute to each pupil in his room. The subscriber's receipt may be presented, if necessary, when he calls for his paper. Some business managers favor the ledger system to record subscribers' names and the amount paid. The card system, however, seems better adapted to the average high school. Here is a sample:

Room.....No. 186	Room.....No. 186
I subscribe for the Weekly Polaris	Received of .....
from	Amount ..... for subscription to the Weekly Polaris
to	from .....
Name	to .....
Room	Solicitor .....
Home Address	
Solicitor	

The easiest method of distribution in high schools that do not have home rooms is to adopt the plan of a central depot, stationed within the school building, where subscribers may call for their papers. A list of *bona fide* subscribers may be posted there as a guide to the boy in charge. A ticket, made out to a paid subscriber and containing numbers along the margin, is another useful device. When the depot clerk gives a paper to a subscriber, he punches the right number on his card. Giving of free copies is thus eliminated. Another satisfactory method is the sending of a home-room list, with the paper, to the sales representatives.

A Subscription Campaign. One of the best means of securing subscriptions is to organize teams of solicitors and to promote a spirit of competition between them by offering prizes to the ones securing the highest number. Girls are well fitted for this work. It is best to pick the most prominent and best-known girls as team captains, who in turn select others to work on their teams. By canvassing the merchants,

it will usually be found that they are willing to donate prizes to the winners, in return for publicity secured by so doing.

Another method for increasing circulation is one used by the Marshall *News* of the Marshall High School in Chicago. At the beginning of each five-week school period, a card "entitling bearer to five consecutive issues, including a supplement number," is sold for twenty-five cents in the section rooms. The *News* business manager thus explains the system:

> The perforated tag is detached and worn by the students as a reminder to slackers. Every week, subscribers present their stubs to the room representatives of the *News*, who collect the proper perforation in return for a copy of the weekly. Students retain their remaining stubs for the following issues. After five weeks, a general sale of cards is again inaugurated, with the same process repeated.
>
> This plan makes for a larger circulation than semester subscriptions when the total sum must be paid at one time by the subscriber. The continuous grind of weekly sales campaigns and bookkeeping is no longer made necessary.

A sample form:

Wear This Tag **I Have Subscribed for** ***The* NEWS** ***Have You?***	**KEEP *this* STUB!** **This card entitles the bearer to 5 consecutive issues of the Marshall News, including a supplementary number at 25 cents.** ***Present perforated stub to deputy.***	Good for Issue 5 Name..... Present Section Room..... Good for Issue 4 of The News Good for Issue 3 of The News Good for Issue 2 of The News Good for Issue 1 of The News

Posters, telling of the campaign and "selling" the good points of the paper to students, should be made and placed in prominent places about the school. The art department should be asked to help, and enough posters and signs secured so that every one will know of the drive. One school sends student "sandwich men" into the lunchroom advertis-

ing the paper the day before publication. If possible, some sort of paper tag or button should be designed and every subscriber tagged. This practice tends to stimulate more interest, and those who have not subscribed can easily be discovered. Results of the drive should be posted on a conspicuous bulletin board every day. The latter form of announcement is also good advertising since it attracts favorable attention to the paper.

At Fort Collins, Colorado, the necessity of a subscription campaign is obviated by the introduction of a student enterprise fee, payable at the beginning of each semester, which includes a subscription to the school paper. This form of cover fee exacted of all students is coming into popular use.

Printing the Paper. If the paper can be printed on the premises as a job turned out by the school printing office, numerous financial worries will be eliminated. The type may be set and the paper printed by apprentice students, thus cutting down the cost of manufacture. Most schools, however, must depend on the commercial printing office, and must pay the usual rate for composition and press work.

If the printing is done by a commercial firm, the business manager should draw up specifications and submit them to several concerns for their bids. He should take care to see that everything is considered in his specifications, so that he will not have heavy charges for additional work. It is easy for a concern to supply a base rate, but if the contract is not all inclusive, it is within the firm's rights to charge for extras.

Important items to consider in dealing with the printer are: 1. number of copies; 2. day of publication; 3. size of page; 4. number of pages; 5. paper stock; 6. size of type and slug for straight matter; 7. percentage of advertising; 8. percentage of hold-over ads; 9. number of halftone cuts; 10. deadlines for advertising and news copy; 11. reading of proof and makeup of dummy pages; 12. time and place of delivery; 13. date of payment; 14. cost of "killed" matter per inch; 15. casting of advertising and feature mats.

Another matter of importance relative to keeping down of printing cost centers in the degree of coöperation between the editorial and business staffs. Both should work together in such harmony that the editorial staff will not have material all set up in type that cannot be run because of space required for advertisements. The cost for material put into type, but not used, is needless expense and bad business.

The advertising staff should know beforehand just how much space it will require and inform the news editors in ample time. The editorial staff should also plan its work so that copy reaches the office before the deadline expires, and thus prevent overtime charges for composition and makeup.

Subscription rates vary throughout the country. Few school newspapers can be printed for less than $1.50, a school year, on the basis of thirty issues. Costs for printing mount in large cities, with accompanying increases in overcharge expense.

Adoption of a Budget System. To determine the financial status of the publication frequent reports should be required. In the case of a weekly publication, an accounting should be made not less than once for every four issues. Whenever possible a financial report should be prepared following every issue.

A close check must be kept on receipts and disbursements; this is only possible by depositing in the bank all funds received and by making payment by check duly countersigned. Such a method is certain to stop leaks, so numerous in high school organizations.

Yearly subscriptions, when paid in advance, must be prorated over each issue, so that every number will have its just share of revenue and also bear its portion of the burden.

In figuring the receipts from advertising, the manager must take care that the returns are not overestimated. A reserve should be built up to care for accounts that cannot be collected. Foreign advertising should be accepted only after the agency from whom the account is received has been

investigated and found reliable. Collections should be kept up to date. A new account is easier to collect than one which has run for a long period.

Adoption of a budget system is the only sure way to keep in touch with the paper's financial condition. At the time of the business manager's appointment, he should draw up a budget for the entire year, figuring out approximate costs and income. Records from previous years can be used to good advantage. Before beginning operations, the business manager should have a good idea of just what cost will be entailed and how much revenue he will be able to secure. Once a budget of this sort is made up, it is much easier to gauge operations from month to month and correct any deviations from the standard. At the end of the year the business manager should compare the results obtained with those outlined, and report on the reasons for the differences.

If this system is followed for several years and accurate records kept, each incoming business manager will have plenty of material to guide him. A sample budget adopted by the *Daily Northwestern* is shown herewith; it may be modified to suit the needs of the school newspaper.

Expense		Income		
Telephone & Telegraph	$ 185.00	N. U. Calendar		$ 275.00
Staff Medallion Awards	100.00	Classified Advertising		200.00
Managers' Salaries	1,760.00	Subscriptions		8,000.00
Staff Salaries	450.00	Advertising		
Office Salaries	960.00	National	$ 2,000.00	
General Expense	175.00	Local	15,000.00	17,000.00
Editorial Expense	325.00			
Printing	16,420.00			
Circulation Expense	800.00			
Stationery & Printing	100.00			
Staff Luncheons	75.00			
Bad Debts	400.00			
Advertising Commissions	1,975.00			
Unauthorized Advertising	200.00			
Total Expense	$23,925.00	Total Income		$25,475.00
		Profit		1,550.00

(A minimum of $13,450.00 of local advertising is needed to break even.)

Suggested Readings

BUSINESS MANAGEMENT

McKown, Harry C. *Extra-Curricular Activities.* Macmillan, 1928. Chapters dealing with high school publications and their business management are timely and helpful.

Bunker, Gallup, Harper, and Stout. *The Business Department of School Publications.* Lombard Press, Iowa City, Iowa. The most complete discussion of business management.

ADVERTISING

Farrar, Fred. *Type Book.* Harper.

Sampson, E. *Advertise!* Heath.

Hotchkiss, G. B. *Advertising Copy.* Harper.

Herrold, Lloyd D. *Advertising for the Retailer.* Appleton.

Hall, S. Roland. *The Advertising Hand Book.* McGraw-Hill.

High School Advertising, pamphlet issued by the Division of Publications, Board of Education, Cleveland, Ohio.

CHAPTER XVI

OTHER TYPES OF SCHOOL PUBLICATIONS

While the school newspaper probably engages the major attention of students in journalistic courses, other publications exist that prove quite as useful in developing writing aptitudes and instilling appreciation of sound business practices. Many high schools are not large enough to support a weekly publication, but impulse to write with applied purpose may find outlet in related channels, perhaps better adapted to educational needs than old-fashioned methods of composition. It is the purpose of this chapter to indicate some of these mediums.

News Letter. One of the earliest types of communication in America was the news letter, a form easily adapted to suit the needs of the high school. In style of writing the news letter resembles the school weekly. It may even have headlines and subheads. Instead of being printed it is generally mimeographed, typed, or made by hand. The stories are limited in range and length because of this cumbersome method of presentation, but may, nevertheless, exhibit good newspaper technique, while the staff may be organized as for the regular school paper.

Bulletin Newspaper. When it is not possible to furnish duplicates of the official school publication to students, one master copy of the paper may be made and posted on the school bulletin board, and also read in assembly. After stories have been typed, or written column width, they should be pasted on heavy cardboard. The headlines may be printed by hand and a cartoon, picture, or boxed feature added for the sake of variety. A small staff may be organized to carry on the necessary functions of news gathering and editorial comments.

In ancient Rome and in the Middle Ages, news bulletins were posted in some public place where the populace might read the latest tidings. A bulletin board, containing the record of local happenings, attracts the same rapt interest today in many a crowded corridor of a school building.

Elementary School Paper. The regulation school newspaper may be reduced in size to fit the elementary school. Such a paper carries the usual departments, and is conducted by the staff under the supervision of the department of English or directed by the regular grade teacher. Supervisors and office assistants generally supervise the mimeographing of the sheet; and the children bind the pages, color the stencilled drawings, and distribute and sell copies to other pupils for two or three cents apiece.

News for this elementary sheet is drawn from the home and school interests of the child. Items about their pets, new babies, posters, objects of art made for mother and father, contests, winners in spelling, health notes, how to behave, jokes, and cartoons command instant attention. Even though the sheet be a modest one, the spell of the newspaper still persists.

Still another channel to secure publicity for the stuff of the newspaper, if the printed sheet does not seem feasible, is to promote the composition of an oral chronicle. Students may be assigned to report on real events, or allowed free rein to find these for themselves. Another group may be asked to produce editorials, another advertisements, another society items and personal brevities. At the usual class hour all the grist may be offered in the form of oral reports, made with due regard to the technique of newspaper presentation.

School Page in County, Town, or City Paper. Often an editor of a community paper is glad to devote one page or part of one page each week to the publication of school news. A staff may then be organized for the conduct of this department, and the copy submitted early in the week to the editor. Encourage writing of articles about the school and

the larger aspects of its work, rather than those dealing exclusively in personal and social items.

The school page in the town or city paper has decided advantages. It costs nothing, has a wider circulation than the school paper, and reaches all classes of people, impressing the taxpayers from whose income the schools are financed. When a new bond issue is required, no better medium for reaching the public can be found. Little interviews from students, teachers, and citizens on this subject have proved very effective before voting time.

Sometimes an editor will permit a staff of students to get out an edition of the regular paper. Many dailies offer prizes for the best news hunches sent in by the pupils. All of these devices bring the school close to the home and community.[1]

County Consolidated School Paper or Magazine. It is obviously impossible for each centralized or township school to have a publication, so the rural and village schools in the county may find it expedient to combine forces to print a paper or magazine at stated intervals. This one school publication of ten or twelve county schools is a real "product of coöperation furthering coöperation," and often represents the work of one hundred or two hundred pupils.

Special Editions. The school newspaper occasionally accepts the opportunity to issue special editions, such as sports specials, play or convention specials, holiday, hobby, and alumni numbers. A special literary supplement of the high school paper published at midyear, and at the end of the second semester, may take the place of the annual, or supply the waning literary features of the yearbook. The evening session of the school often conducts a supplement, or has a special page in the paper.

Literary Magazines. Few schools are able to afford both a newspaper and magazine. Two publications complicate the problem of the advertisers, and many business men feel

[1] This plan is discussed in detail in Harrington and Harrington, *The Newspaper Club*, Heath. Special attention is directed to Chapter II.

that they cannot give advertising to both a paper and a magazine. The latter is an expensive form of publication and interesting in the main to a limited number of persons. Its place is being taken in many schools by the school newspaper or by the literary supplement of that publication.

The so-called news features of the magazine must of necessity be uninteresting because it is published only seven or eight times a year.

The literary and art features are often of unusual merit. Many beautiful magazines, from a typographical and artistic standpoint, are produced in high schools, academies, and private schools, but such publications are likely to become stilted and too academic, not fairly representing the various activities of the entire student body.

Annual. The present-day annual is becoming a kind of glorified picture book, a memory album, and thus is passing from the field of news writing. The literary features have almost disappeared. The volume itself has become professionalized or commercialized, and often represents very little student creative work, but a vast amount of labor for the faculty adviser and business staff. Nevertheless sons, daughters, parents, and often principals all want the publication, and it promises not only to survive but to expand.

Here are some recommendations concerning the annual made by H. D. Furst, superintendent of schools at Cedarville, Ohio, that are sure to prove helpful in publishing the book: [1]

1. It should be kept in mind that the annual is a permanent record for students; it requires a great deal of time and effort; it is expensive; it should be planned according to the size of your school.

2. The faculty should play a large part in the selection of the staff, which should be organized according to the departments of the book, and headed by an editor-in-chief and business manager. After the staff is selected, the general layout of the annual should be started, preferably not later than September or October.

[1] Published as a monograph by the department of educational research, School of Education, Ohio State University.

3. The budget must be determined early, in order that the staff will know what to depend upon as to the size of the book to be published, number of pages, and type of cover.

The cost of engraving will usually run from 35 to 40 per cent of the total cost of publishing. Since engravings are a large item in the cost, it is advisable to select an engraving company early (September or October), and take advantage of the larger discounts offered for work received before their busy season, always the last four months of the school year.

The cost of covers will depend upon the quality as well as the number needed. Flexible imitation leather covers, including the cost of binding, will usually run from 15 to 20 per cent of the total cost of the annual. The flexible imitation leather cover is recommended for a book of 150 pages or less; for a larger book, a leather-covered cardboard cover.[1]

The remainder of the budget will be taken up by the cost of printing and minor expenses. Secure bids on the printing at a "per page" rate.

4. After making out the budget, the next step is to outline plans for financing the project.

The sale of the annual should be the main source of income, but for the medium-sized book (100 to 150 pages) $1.25 to $1.50 per copy is sufficient for high school students to pay.

Assessment of classes and organizations for the cost of their engravings is recommended. It is also a good plan for the seniors to pay a part (about half) but not all of the cost of their engravings.

Advertisements are almost a necessity, but should not be overdone. After one has estimated the number of copies to be printed and sold and the amount to be received from assessments, it is easy to determine the balance to be raised by means of advertisements. The rate per page of $18 is recommended; half-page, $10; one-fourth page, $6; and one-eighth page, $3.50.

In order to safeguard against loss, sufficient subscriptions should be secured during the month of October, so that the staff will be assured of financial success. The annual should be self-supporting. It should be delivered to the students not less than three weeks before commencement.

Mr. Furst follows up these main suggestions with some minor recommendations:

[1] Encourage pupils, through the art department, to design the cover, borders, and colored sheets, using block and linoleum prints to divide departments.

1. Select a name with some particular meaning in connection with the life of the school. The name should become traditional and permanent. Do not call it simply "The Annual."

2. Practically every annual has a theme. If at all possible, this central theme should have local significance and a community tie-up. The theme should be reflected throughout the book on the cover, division, sectional, and title pages; in fact everywhere it can be introduced without detracting from the general appearance of the page.

3. The foreword should be briefly written and merely state the aim of the staff, as to what it has tried to do and the spirit in which the book is published.

4. Almost every annual is dedicated to some person, to some organization, perhaps to an ideal. An apt dedication adds to the value of the book, providing that tact and good judgment are used by the staff. Sometimes it is better to discuss this dedication with a group, such as the board of education, the faculty, or prominent alumni.

5. A table of contents should always be printed in order to group the activities or the divisions of the book.

6. Individual pictures of the faculty are recommended, instead of mounting on panels or in a group. Faculty pictures should always be included, as these photographs are particularly valued in later years. Faculty snapshots, showing familiar surroundings are especially interesting.

The senior pictures are the high spot of the annual. Here again it is best to use individual pictures in groups of four to six on a page. Half-page pictures of groups and organizations are recommended.

7. Only such material as will be of permanent value should be permitted to go into an annual. This practice will eliminate literary material, such as prize essays and prize poetry. Write-ups of faculty, seniors, classes, clubs and organizations, class poems, class will, class horoscopes, school calendar, humor, and alumni directory are always appropriate. Use humor sparingly, especially clipped jokes.

8. At least two pages of snapshots are recommended. If they are well selected and mounted in good form, they will add a great deal to the value of the book. The snapshot pictures should be collected throughout the year in order to get a large assortment from which to make selection. It is advisable to have a special committee to look after this work.

9. A school calendar is also a valuable addition. This should be started early in the year. Many of the events can be expressed

in a humorous manner in order to make this section even more interesting.

10. The jokes should be run through the advertisement section in order that the latter will be read more frequently. This section should be located in the back part of the book.

11. It is essential that the sales campaign "go over big." It should be planned and not allowed to extend over a long period of time. It is suggested that the sales campaign be launched during the months of January or February for not longer than one week. Staff members are the logical ones to sell the annuals, as they will naturally take more interest in the success of the campaign. They should have their work planned in such a way that they will be practically free from their regular duties while taking the subscriptions.

The campaign should be well advertised in advance. The students must have sufficient time to think about it and also to inform their parents in order to secure the necessary amount to purchase their annuals.

It is suggested that tags be given to all students subscribing during the week of the campaign. These tags should have printed on them "I have bought an annual, have you?" They will be much more attractive if they are red in color.

Handbook. High schools, like colleges, are now issuing handbooks. These handbooks are worth while, especially to new students, if they are well edited. Instructors find the books helpful in presenting the rules of the school to the pupils.

One particularly interesting handbook was written and compiled by the class in journalism of the Elyria, Ohio, High School. It contains general information about the school; its organization; and student rules, such as lunch periods, use of the library, making and changing of schedules, marks, examinations, social functions, and other events. Another division is concerned with program of studies and suggestions about schedules. The pupil is given information about credits, requirements for graduation, curriculums, entrance to colleges. The fourth section is headed "student activities," and following that comes general information concerning admission to the high school, promotion, graduation, home

study, lost and found, student employment, smoking, telephoning. Guideposts on conduct in the corridors, classroom, or assembly come next. A miscellaneous list, at the close, contains songs and yells, scholarship reports, high school book lists, collateral reading lists, and blanks for memoranda.

Three elaborate handbooks, with many educational features added, are issued by the Central High School, Tulsa, Oklahoma. These books also show investigation and supervision by students.

PART II

NEWSPAPER USAGE

COPY-DESK PRACTICE

If every news writer did his work to accord with his own particular system of capitalization, punctuation, and word usage, endless trouble would ensue. Such confusion is overcome by the acceptance of certain rules for office practice to be used by the entire staff. In the interest of uniformity, writers should accept this practice without question. Its rules should be consistently observed, or the style book is valueless.

Newspaper style and literary style are different. The newspaper uses capital letters sparingly and abbreviates plentifully in the interest of easier and quicker reading. For the same reason it punctuates sparingly and makes frequent use of short sentences. The newspaper writer has his own laws for paragraphing. Literary paragraphs contain a unit of thought; newspaper paragraphs are divisions of these units. This practice makes for shorter paragraphs easily understood, and adds white space to an otherwise solid column of small type.

For the most part, this style sheet advocates use of small letters instead of capitals. If the editorial board desires to capitalize events and traditions of local significance, an order listing such words should be issued to the staff, and then rigidly enforced.

General Instructions

1. Use copy paper.
2. Write on the typewriter and double space all copy.
3. Begin story halfway down the page, leaving room for headlines, which should be written after the story is completed.
4. Keep a margin of one inch on both sides of the sheet.
5. Do not begin a new paragraph on the last line of a page.

Indicate that a story is to be continued on another sheet by writing the word *more* at the bottom of a sheet.

6. Indicate that the story is completed by the use of an end mark #.

7. Make your copy conform to the school style sheet.

Capitalization

When in doubt, *don't* is a good rule for capitalization. Most newspapers prefer small letters (lower case) to capitals (upper case). In other words, they put letters *down* instead of *up*. The *up* style: The Superintendent lives near the Parsonage. The *down* style: The superintendent lives near the parsonage.

Capitalize:

1. Titles preceding names: *Superintendent Healy;* but not where the title follows the name: *R. F. Healy, superintendent of schools.*

2. Distinguishing names of associations, societies, clubs, when these words are part of the official title of the organization: *Young Men's Christian association, Writers' club.*

3. *The* preceding the name of the school and High School when referring to one's own school: *The Riverside High School.* When referring to other schools, however, make it: *the Englewood high school.*

4. *School, academy, depot, building, street, theater,* and such words only when they are a distinctive part of the title: *Bryant School for Girls;* but write: *Merchant Trust building, Neil street, Methodist Episcopal church, Park theater.*

5. Names of federal and state, but not municipal, departments of government: *White House,* but: *fire,* and *light department.*

6. *East, West, Middle West, North, South* when used to indicate a section of the country. Do not capitalize: *northeast, westerner.*

7. Distinctive localities: *West End, Picnic Point.*

8. The names of books, plays, speeches, songs, titles of addresses, and the like. Principal words only should be capitalized in titles: "A Kiss for Cinderella."

9. The names of papers and magazines, but do not capitalize *the:* the Chicago *Tribune.*

10. Nicknames of athletic teams and fanciful titles of states and cities: *Hawkeyes, Chicago White Sox, Mound City.*

11. Notable events, wars, races, nationalities, holidays, and battles: *Easter, the World War.*

12. Island, river, ocean, lake, when used in a specific name: *Atlantic Ocean, Lake Michigan.*

13. Names of religious bodies, political parties, Bible, words standing for it, and all names used for the Deity: *Methodists, Episcopalian church.*

14. Distinguishing words of school events: *Class day, Freshman week.*

15. Abbreviations of college degrees: A. B., M. A., Ph. D.

Do not Capitalize:

1. Names of school subjects: *algebra, geography.*

2. Names of classes: *junior, senior.*

3. Titles in lists of officers: *Mary Brown, recording secretary; Harry Jones, treasurer.*

4. Staff positions on the paper: *news editor, copy reader, reporter.*

Abbreviations

1. Abbreviate the names of states, territories, and possessions of the United States when used after the names of cities; not otherwise. The *Postal Guide* gives the correct abbreviations.

2. *Saint* may be abbreviated in proper names. *Mount, Fort,* and the like should be spelled out. Do not abbreviate the names of cities.

3. When the full name or initials are given, *Doctor, Professor* and *Reverend* may be abbreviated.

4. Abbreviate academic degrees after the name: *Harry Brown, M. A.*

5. Spell out *per cent, avenue, railway, brothers, street, company.*

6. Do not abbreviate proper names.

7. The days of the week are spelled in full, also the months of the year, except in date lines.

8. Abbreviate *number* when followed by figures: No. 8976.

9. Never use *Xmas* for Christmas.

10. Never use an abbreviation that the average reader will not understand. Common abbreviations, such as Y. M. C. A.

and W. C. T. U., will be understood, but the names of many local organizations, if abbreviated, will not.

11. Do not use abbreviations in headlines.

12. Do not abbreviate such names as *George, John, Charles.* Where *Thomas* is shortened to *Tom,* do not use a period.

13. Abbreviate the class numeral after a name: George Roberts '33.

Figures

1. Do not begin a sentence with figures. If the sentence cannot be rewritten to avoid it, spell out the figures.

2. Use figures for definite numbers greater than 10. When speaking in round numbers spell them: *Almost a hundred were present.*

3. Use figures for ages, street and telephone numbers, receipts, and athletic scores.

4. Write dates as follows: *March 21,* not *March 21st.*

5. Do not write useless ciphers when giving sums of money. Write $5, not $5.00; also write 7 *o'clock* or 7 *p.m.,* not 7:00 *p.m.*

6. Spell out sums of money under $1: *sixteen cents.*

7. Spell out fractions: *three-fourths of an inch.*

8. When used in combination with larger numbers, use figures for numbers under ten: *3 children and 20 women.*

9. Use the following forms in reporting summaries of athletic events:

Track

100-yard dash: Ward, Chicago, first; Knight, Chicago, second; Hammitt, Illinois, third. Time: 9 4–5.

Shot Put: Des Jardien, Chicago, first; Schobinger, Illinois, second; Currier, Illinois, third. Distance: 41 feet, 3 inches.

Half-mile run: Campbell, Chicago, first; Stegeman, Chicago, second; Stout, Chicago, third. Time: 1:55 2–5.

Baseball

SENN	R	H	A	PO	E
Arbuckle cf.	0	2	0	0	0
Krebs 3b.	1	1	3	2	0

Football

Lineup

WEST HIGH (10)		SOUTH HIGH (0)
Derby, Squier	Left End	Strader
Petty	Left Tackle	Kral
Chapman	Left Guard	Bartz

Basketball

WICHITA —	FG	FT	P
Asman, (C.), f.	5	1	1
Stewart, f.	2	1	2
Hennigh, c.	5	1	3
Moffat, g.	1	0	4
Wentworth, g.	1	0	1
Callahan, f.	0	0	0
Bennett, c-f.	0	1	0
Wiley, g.	0	0	0
Millspaugh, g.	0	1	0
Wilbur, c.	0	0	0
Price, f.	0	0	0
Totals.	14	5	11

WELLINGTON —	FG	FT	P
Shire, f.	1	0	3
W. Grant, f.	1	0	2
W. Grant, c.	4	0	1
Jones, g.	0	0	2
Clark, g.	0	0	1
Cooper, g.	0	6	2
Chitwood, f.	0	0	1
Wyatt, f.	0	0	0
Totals.	6	6	12

Titles

1. Do not use *Mr.* when initials or Christian name are used.

2. Use *Mrs.* before the name of a married woman, *Miss* before that of an unmarried one. In giving lists of married women *Mesdames* may precede the list. *Misses* is also correct before lists of unmarried women where initials or Christian names are used with the surnames. Omit *Miss* when speaking of high school girls.

3. Abbreviate titles before proper names, except when initials or surnames are omitted: *Gov. Alfred E. Smith, Col. Charles A. Lindbergh;* but *Governor Smith, Colonel Lindbergh.*

4. Do not use unwieldy titles, as *Director of Manual Training Jenkins.* Say *Frank Jenkins, director of manual training.* Do not use "name handles," as *Grocer Robbins.*

5. Do not use *Esq.* following a man's name.

6. Never say *Mrs. Dr. Jones, Mrs. Senator White. Mrs. Butcher Dayton* would be just as logical.

7. Give the title *professor* only to members of a college or university faculty of professorial rank. *Superintendent* and *principal* are words generally used in high schools.

Quotations

1. Be sure to end quoted matter with quotation marks. Where the quotation is broken into paragraphs, place quotation marks at the beginning of each paragraph and at the end of the last.

2. Use single quotation marks for a quotation within a quotation. Double marks are again used for the third quotation: *John said, "I told her, 'go at once.'"*

3. Where an incomplete quotation is used, include a dash within the quotation marks: *"I am sorry, but —."*

4. Quote all direct quotations, but not indirect quotations: He said, *"I have been hurt,"* but — *He said he had been hurt.*

5. Titles of books, words used in a peculiar meaning, slang expressions, and words used ironically are quoted: *That's a "corking" story.*

6. Do not quote names of characters in books and plays, nicknames, names of cars, vessels, horses, dogs and the like: The *Aquitania* docked today.

7. Do not quote names of newspapers: The Chicago *Evening Post.*

Punctuation

The Comma (,)

Use a comma:

1. To set off parenthetic words, phrases or clauses: *Clinton, as everybody knows, will win the game.*

2. When a clause is not closely connected with the main sentence: *Clinton high school, which stands on East Broad street, celebrated its birthday yesterday.* If the clause is closely connected with the main thought, omit the comma: *Any one who doesn't enjoy sports is unusual.*

3. To separate coördinate adjectives: *pretty, adorable, rosy-faced youngster.* Omit the comma when the words are not independent, but connected with what follows: *a tall slim glass.*

4. To set off participial phrases: *Cheering him lustily, the crowd dispersed.*

5. To set off phrases or expressions at the beginning of a sentence when they are loosely constructed: *To tell you the truth, I am only a freshman.*

6. When its absence would obscure meaning: *Whatever is, is right.*

7. To separate the month from the year: *January* 18, 1928.

8. To set off words, phrases, and clauses used appositively: *The junior assembly, the room on the left, is crowded.*

9. To indicate the omission of a verb in a compound sentence: *John was elected president; Mary, vice-president.*

10. To set off words, phrases, or clauses used parenthetically: *I told him, as I said before, we could not enter the contest.*

11. To introduce a short quotation: *Miss McElroy said, "We shall leave at 3 p.m."*

Omit the comma:

1. Between the name and Jr., and Sr.: *John Dillon Jr.*

2. Before a coördinate conjunction in a compound sentence and in such a series, as, *Will, George and Jack.*

3. After *such as: Drinks such as pop, soda-water and lemonade.*

4. After a name followed by a class numeral: *James Smith* '29.

The Semicolon (;)

Use a semicolon:

1. In long compound sentences to show greater separation than that indicated by a comma: *He did not go to California, as he planned; he went to New York.*

2. Before *therefore, however, consequently, so, then* and similar conjunctive adverbs connecting coördinate clauses: *He was doing excellent work in algebra; therefore, he was permitted to do advanced work in mathematics.*

3. To separate distinct clauses in the same sentence: *War has come; the dove of peace has flown.*

The Colon (:)

Use a colon:

1. In giving time: 7:30; and between the verse and chapter in scriptural references.

2. After such expressions as, *as follows: viz.*

3. Before a long formal quotation: *The report said: No action*

would be taken on the conduct of the students until the student council had given its decision.

4. After *resolved.*

The Hyphen (-)

1. Use the dictionary to determine the best practice in the use of hyphens. Never use a hyphen unless it is necessary.

2. In the case of prefixes ending with a vowel, the hyphen should be omitted unless the word to which the prefix is joined begins with a vowel: *preconceived, rebirth;* but *co-education.*

3. When the prefix does not end with a vowel the hyphen should ordinarily be omitted: *intercity, expatriate.*

4. When the word to which the prefix is joined begins with a capital letter, use the hyphen even though Rule 3 is violated: *pro-American, mid-Victorian, pro-German.*

5. Do not hyphenate *baseball, bylaws, carload, today, football, basketball, lineup, handball, touchdown, racetrack.*

6. Generally, when names of things are given prefixes of one syllable, make one word: *flagship, airship, masthead.* But when the prefixes are of more than one syllable, make two words: *dining room, opera house.*

The Dash (—)

Use the dash:

1. To indicate a significant pause: *I asked for bread and they gave me — a stone.*

2. To show an abrupt change in thought: *I desire to say — I am not a college graduate myself — that college trained men have exerted a vast influence on business.*

3. For emphasis: *In the afternoon — mark you, in the afternoon — the band will play on the lawn.*

4. To indicate faltering or broken speech: *I — I don't know.*

5. To show an unfinished sentence, or an interruption: *And as for you —.*

6. To set off parenthetical expressions: *The great ideals of our school — fair play, integrity and steadfastness — are endangered.*

Omit the dash:

1. When the comma will do just as well: *Let us proceed to dinner, if you are willing.*

The Parentheses ( )

Use the parentheses:

1. To set off an unrelated part of the sentence or discourse: *Poe's Tales (you can now find them in cheap editions) should be on the shelves of every library.*

Note. — Parentheses are seldom used in newspapers.

The Apostrophe (')

Use the apostrophe:

1. To indicate the possessive case of nouns, but not of pronouns: *The boy's coat; the school's song; but mine, yours, hers.*
2. To indicate contractions: *didn't, aren't.*
3. To spell the plural of letters, figures, signs and words: 6's, t's, and's.
4. To indicate the omission of letters at the beginning and end of words: *readin', writin', 'rithmetic.*

TROUBLESOME WORDS AND PHRASES

Above. Should not be used as an adjective or a noun. Say *the foregoing statement* rather than *the above statement.* Not to be used in the sense *more than.*

Affect, effect. These two verbs should not be confused. *Affect* means to *influence; effect* means to *bring about.*

Aggravate, irritate. *Aggravate* means *to intensify, to make worse; irritate* means *to provoke to ill temper.* These words are not interchangeable.

Agree to, agree with. *Agree to* is used in speaking of terms; *agree with* in speaking of persons.

All the farther. The correct expression is *This is as far as I can reach,* rather than *This is all the farther I can reach.*

All together, altogether. *All together* is used in the sense of *all is together,* as, *All together greeted him; altogether* means *wholly, entirely,* and is an adverb.

Alright. There is no such word as *alright.* The correct expression is *all right.*

Alternative. Can be used when there is a choice between two things. Never more than two.

Among, between. *Among* implies a relationship of one in the midst of a number; *between* implies a relationship between *two.*

Angry at, angry with. *Angry at* is used with ideas or things; *angry with* is used when persons are the object.

Anyways. There is no such word. Write *anyway.*

As. Be careful not to overwork *as.* Use *because,* and never use *as* in the place of *that* and *whether.*

As to. In such expressions as *as to how, as to why, as to when, as to* is unnecessary and cumbersome.

At about. *At* is unnecessary. Say *He left about five o'clock* rather than *He left at about five o'clock.*

Avocation. Not synonymous with *vocation;* properly it means *something aside from one's regular calling.*

Balance. A term in bookkeeping. Misused in the sense of *remainder.*

Be back. Say *return.*

Beside, besides. *Beside* is a preposition meaning *at* or *by the side of; besides* is an adverb meaning *in addition to.*

But what. After expressions of doubt use *that* instead of *but what: I have no doubt that he will return.*

Calculate. Another bookkeeping term. Usually one *thinks, intends, supposes* or *expects.*

Can, may. These words should not be confused. *Can* implies ability; *may* implies permission.

Certain. Do not use *certain* in place of *some.* Instead of saying *Certain among us believe this,* say *Some of us believe this.*

Claim. Not synonymous with *affirm.* To claim is to assert ownership.

Colored man. Say *negro.*

Compare to, compare with. *Compare to* is used to show likenesses only; *compare with,* to show both similarities and differences.

Consider as. Say "We *consider* him to be one of our best students," not "We consider him *as* one of our best students."

Consul, counsel, council. A *consul* is a person representing a government in a foreign country; a *counsel* is a lawyer; a *council* refers to a body of men meeting for discussion.

Continual, continuous. *Continual* means a regular recurrence; *continuous* means an uninterrupted continuity.

Date. A slang expression for *appointment* or *engagement.*

Depot. Means a store room, a freight house. Trains stop for passengers at a *station.*

Dies from or with. Write *die of.*

Different. *Different from* is the correct usage.

Donate. *Give* is the less affected word.

Dope. A word too much used in sporting stories.

Dove for dived. The past tense of *dive* is *dived,* not *dove.*

Down. *Defeat, conquer, win from* are in good usage.

Due. Is an adjective and should not be used adverbially. "His success is *due* to his wife" is correct, but not "He made a name *due* to his wife."

Editorial "we." Often used in the editorial columns, but almost never in news stories.

Elegant. An affected word. It means marked by refinement, grace, or symmetry.

Endorse, approve. Endorse means to give sanction to or write on the back of; *approve* means to regard as worthy, proper, or right. Plans are approved, not endorsed.

En route. Write *on the way.*

Enthuse. A colloquialism. Use *enthusiastic.*

Except, accept. *Except* means to omit; *accept,* to receive. These words are often confused.

Ex-president. Say *former president.*

Farther, further. *Farther* denotes actual distance; *further* is used when physical measurement is not implied. "The *further* you go into the subject the more interested you are in it."

First rate. Use it as an adjective, but never as an adverb. Correct: "That's a *first-rate* theme." Incorrect: "You write *first-rate.*"

Fix. *Fix* as a verb means "to fasten." It is incorrect to use it in the sense of adjust.

Funny. This should only be used in the sense of giving fun. It should not be used to mean odd, queer, remarkable, or unusual.

Gentleman. Say *man.* Likewise, use woman rather than *lady.* Use *lady* as a title of nobility. Do not say *widow lady,* simply widow.

Gentleman friend. Vulgar. Say *friend, acquaintance. Lady friend* is in the same class.

Graduated. A class *graduates;* the student is *graduated.*

Grand. Means imposing or magnificent in proportion. Do not overuse this word.

Had his leg broken. An idiom in slightly dubious standing. *Had* here implies volition. People don't *have* such things done.

Half-hour. Say: *an half-hour, a half-hour,* or *half an hour,* but not *a half an hour.*

Healthy, healthful, wholesome. *Healthy* means in a condition of health; *healthful* means conducive to health; *wholesome* means that which is in itself sound and which promotes health.

Help but. *But* is unnecessary and incorrect.

In. Often misused with verbs of motion for *into.* Say "He threw it *into* the fire," not *in the fire.* When a verb has no object *in* is correct: "Come *in.*"

Individual. Used mainly in a news story as an adjective. Give the man's name, or use a pronoun. It is not an exact synonym for *person. Individual* contrasts the particular with the general.

Its, it's. *Its,* the possessive pronoun, takes no apostrophe; *it's* is a contraction of *it is.*

Kind of a. When followed by a noun, the *a* should be omitted.

Liable. A legal term. One is *liable* for damages or to arrest. An event is *likely* to *occur* or *happen.*

Lie. The principal parts are *lie, lay, lain.* The principal parts of *lay* are *lay, laid, laid.*

Like. Cannot be used as a conjunction. It should not be substituted for *as* or *as if.*

Loan. Is a noun. *Lend* is the verb.

Lot, lots of. Avoid this term entirely.

Lovely. A significant word when used in the right place. Do not apply it to a suit of clothes or to a dessert.

Mad. This means *insane,* not *angry.*

Most. Do not use for *almost.*

Nearly. An adverb meaning *almost* and should not be confused with the adjective *near,* having reference to distance in time, place, or degree.

None. Singular. "*None* of the men were there" is logically incorrect, but it is being frequently used now-a-days.

O. Is used with the vocative as, "*O* bountiful hills." *Oh* is used for exclamation, with punctuation. *Oh, I see my mistakes.*

Off of. It is incorrect to use *off* and *of* together.

Only. Be careful to place this word correctly in a sentence, or ambiguity will result. It should always be placed next to the word it modifies.

Party. Always implies number. It should never be used to refer to one person except in a legal document.

Pep. Sadly overworked.

Popular. Means suitable to the public in general. A thing, therefore, cannot be popular with one person or with a small group of persons.

Posted. Should not be used in the sense of *inform.*

Principal, principle. *Principal* may be an adjective or a noun. It means the highest in rank. *Principle* is a noun and means the source or ultimate cause.

Quite. Means "to the fullest extent." It does not mean very or considerable. Such phrases as "quite a few," "quite a little" have, therefore, no meaning.

Show. Slang for *concert, play, opera, circus, performance.*

Start out. Omit *out.*

The reason is. Cannot be followed by any clause or phrase except one introduced by *that.* It is incorrect to say "The reason is due to" or "The reason is on account of."

Through. Should not be used in the sense of *completed* or *finished.*

Try and. Use the infinitive after *try. Try and* is incorrect.

Turn turtle. Write *turn over.*

Unique. Means the only one of its kind. It is incorrect to say *most unique* or *very unique.*

Very. Generally unnecessary. Beware of the superlative.

Where. Is not a synonym for *that.* It is incorrect to say, "*I* see *where* the Jones have returned."

Write-up. Technical newspaper term. *Report, relate, describe, write,* can often be used instead. Avoid overuse of *up* on verbs, as: *burn up, store up.*

DICTIONARY OF COMMON NEWSPAPER TERMS

Add. Directions written on copy showing that it should be added to a story already written or in type.

A. P. Abbreviation for *Associated Press.*

Art. Any illustrative material used in connection with news.

Assignment. A story delegated to a reporter by the news editor.

Beat. The territory assigned to a reporter and to be covered regularly.

B. F. Bold face type.

Blind interview. An interview in which the name of the person interviewed is not given.

Blotter. A register used by the police for recording arrests.

Boiler plate. Material furnished to small papers by syndicates, cast in plates of column width and ready for insertion. The term "boiler plate" is, therefore, applied to material ready for use as filler.

Box. A frame made with rules, stars, or periods and intended to inclose important news. Used for emphasis where convenient summaries are desired.

Break. News is said to have broken when it is available for publication.

By-line. The line containing the author's name.

Colored news. Stories which are written so that the facts are exaggerated or underplayed.

Copy. All manuscript in a newspaper office, prepared for publication by *copy readers. Clean copy* requires little editing. *Time copy* is copy which is as good tomorrow as it is today; therefore it may be set up by the printers when they would otherwise be idle. Used as "filler" in special editions or in the absence of live news.

Copy cutter. The man in the composing room who cuts stories into takes and distributes these takes among the various linotype operators to be set up.

Copyholder. An assistant to the proofreader who reads the copy to check it with the proof.

Copy reader. An assistant in the editorial rooms who corrects the reporter's copy, writes headlines for it and prepares the copy for the printer.

Cover. To get and write the facts of a story.

Cub. A new reporter learning to collect and write news.

Dead. Composed type once used in the paper and not to be used again.

Deadline. The latest time after which no copy for a given edition will be received.

Dope. Slang for material to be used in a story. Athletic advance stories are often called *dope stories.*

Em. The square of the body of any size type.

Fake. An invented story. Not countenanced in any reputable newspaper.

Feature. The striking fact of the story introduced in the first sentence. A *feature* story aims to entertain and inform, rather than to present fresh news.

Filler. Material used to fill a few lines at the bottom of the column.

Flag. The announcement of the paper's name and terms, usually at the top of the editorial column.

Flash. A telegraphic announcement of an event.

Follow. A story giving additional and later details of an event that has already been carried.

Future book. A book in which the city editor keeps the dates of coming events.

Head. Short for headlines. A *subhead* is a line of type used to set off the paragraph divisions of a story. *Top heads* are used for important news at the top of the column.

Hell box. A box into which discarded type is thrown.

Hold. Instructions on copy, directing the printer not to publish until further notice.

I. N. S. Abbreviation for International News Service.

Insert. Later information to be inserted in the body of a story.

Kill. To strike out type or copy.

Lead (pronounced *leed*). The gist of the story as contained in the opening sentence.

Leads (to rhyme with *heads*). Thin strips of metal used to separate lines of type. To *double lead* is to use two leads for the sake of added emphasis.

Line dash. Dash used to separate one story from another. Also used in headlines.

Local. Any news happening within the territory covered by the paper.

Makeup. The physical appearance of the paper, the arrangement of type, pictures, and headlines.

More. Written at the end of copy to show more is to come.

Morgue. The filing cabinet in which are kept clippings, photographs, and copy to be used in preparation and display of stories.

Must. A penciled order written on copy, indicating the story must be printed immediately.

Pi. Hopelessly disarranged type. A *pi-line* is a freak line cast by a linotype operator who has made an error and fills out the line by striking the keys at random.

Play up. To put unusual emphasis on a certain set of details.

Query. A correspondent's telegram, giving the main fact of a story and asking if more is desired.

Release. To permit publication of a story at a specified date, but not before.

Revise. A second proof sheet pulled after the first corrections have been made.

Rewrite. A story rewritten from another previously printed story.

Rewrite man. One who rewrites copy or writes stories from material furnished by others.

Run. See *beat.*

Scoop. An exclusive story.

Slug. A solid line of type set by a linotype machine. Every story bears a *slug* or title when it is in the process of being prepared for print. This *slug* does not appear in the completed story.

Space writer. A writer who is paid according to the amount of copy he writes.

Spot news. News of an unexpected nature that cannot be forecast such as accidents, deaths, wars.

Stick. About twenty lines of type, approximately 150 words. The number of lines a composing stick will hold.

Story. General name for all newspaper articles, other than editorials.

String. A continuous ribbon of pasted stories written by a single reporter.

Subhead. Heading used in the body of the story between paragraphs to make the story easier to read.

Thirty. Symbol used at the end of the story to show it is completed.

Tip. A lead about where a story may be secured.

U. P. United Press.

PART III

CHAPTER ASSIGNMENTS

CHAPTER I

1. Write a brief news letter to some friend, telling him of an interesting experience you have had recently.

2. Read what some textbook on rhetoric has to say about *exposition, narration, description, argumentation, persuasion;* and clip examples of each form of discourse from the columns of your local newspaper.

3. Do you find that these forms of writing blend within the boundaries of the same articles? Clip such specimens and comment on them.

4. What is the significance of the name of the newspaper? When was it founded and by whom? Have most papers today been established for many years?

5. How many columns are printed on the average newspaper page? Why are the columns of type so narrow?

6. How many different localities are represented in the paper? What place is mentioned most often in the issue you are studying?

7. Choose news articles in the paper which you think would appeal to everybody. What kind of headline carries the most important story?

8. What is the meaning of *Associated Press, United Press,* printed above certain stories?

9. Pick out articles supplied by a newspaper syndicate. Why are they printed?

10. Make an analysis of the kinds of stories published on the front page, and account for their news value.

11. Explain the day's cartoon and why it is printed.

12. What is the leading editorial of the day? Why has the subject been chosen, and what does the writer hope to do?

13. Choose and analyze some of the most interesting advertise-

ments, and show the literary devices used by the writer to catch attention.

14. Pick out a feature story, and contrast its opening sentence with a conventional news story lead.

15. Locate some of the cities mentioned in the news.

16. Pick out five prominent men mentioned in the news, and tell something about their life histories.

17. Discuss the subject matter and literary treatment of some article containing advice as offered by an authority.

18. Study the type of sentences most favored by reporters in writing their news. Are the paragraphs short or long?

19. Find five unfamiliar words in newspaper stories and define each briefly.

20. Read some of the letters written by readers to the newspaper editor. Is any one of these letters convincing, especially well written?

21. Read the captions and descriptive matter used with pictures appearing in the paper. Do they represent the photographs accurately?

22. Tabulate the kinds of writing found in the humorous column appearing on the editorial page. Most of these items have been sent in by contributors.

23. Study the structure of the want ads. How do they differ from news items?

24. Do you find any story or article which you would consider a literary masterpiece?

25. Why are most of the stories appearing in newspapers unsigned by the authors? Is this a good or bad thing?

CHAPTER II

Desultory reading of newspapers, without definite objective, is certain to prove profitless. A series of reports on aspects of newspaper making is required of students in reporting in the Medill School of Journalism. The practice may suggest similar lines of purposeful investigations.

Here is a report based on your study of *one* metropolitan and *one* high school paper, laid side by side.

1. How do these two papers differ in use of streamer headlines?

Discuss samples of headlines from the point of view of count and emphasis of news features.

2. How are personal brevities and news incidents handled in these papers? Give contrasting specimens, with comment.

3. Note violations of office style in stories printed.

4. Find examples of sentences well built, or carelessly thrown together, with consequent effect upon emphasis, compactness and clearness.

5. Discuss how both papers handle introductory sentences, using exhibits.

6. See if you can find in each paper examples of the twelve varieties of writing discussed in Chapter I. Account for their presence or absence.

7. Compare the editorial pages of both papers as regards content, literary effectiveness, typographical dress.

8. What practical ideas developed by an examination of the city paper would you incorporate into the making of the school paper?

CHAPTER III

I

1. You have been studying personal and local items. How do these constitute news?

2. Select from your own experience some incident which seems to you worth printing as a news item.

3. Analyze the news ingredients contained in five stories clipped from daily papers.

4. Clip five personal items from school newspapers received as "exchanges," and show how the structure of these items may be improved.

5. How do you distinguish news from gossip, the letter, conversation, rumor, the literary theme?

6. Find subjects for personal items at the railroad station, the cafeteria, the confectionary store, the drug store, the waterworks, the public library, the laundry, the post-office, the park, the playground, a garage, a restaurant.

7. What sort of questions do you think a reporter should frame in approaching some person for news information? Should he use a notebook?

8. Show how some characteristic remark of the person involved in the news item may be inserted into the body of the story, so as to give interest and variety.

9. Choose some news incident, and show five ways of telling it for print. Indicate which version most successfully brings out the important feature.

10. How would you get variety in lead structure in reporting routine news or personal items as these? (*a*) Five teachers going on a vacation. (*b*) Four students out of school. (*c*) Four class or club meetings. (*d*) Striking idea to arouse interest in a coming entertainment.

11. Do you note items like these effectively handled in the school papers?

12. Would you try to write a headline for each personal item published or would you assemble them under such labels as, *Personal Mention, You and Your Friends, Heard around School, You and I?*

II

The accompanying compilation of brevities illustrates many faults in news writing. Many of the "personals" are vaguely phrased and need expansion; some are colored with the opinions of the writers; a few require the pruning knife. Read them carefully; then rewrite them, making any changes you think necessary to bring the important fact into the opening words of the items.

1. Mr. Wiseman did not teach during the summer vacation; instead he was a tree surgeon and doctored trees in Central Park, New York. He said he liked the work because it kept him out of doors.

2. Margaret Bundy's nose is badly skinned as a result of the sophomore basketball game.

3. Dick Rivers was host to a number of his friends at the Orpheum theater not long ago.

4. The four boys who were appointed to direct traffic after school and see that the younger children get across the street safely at dismissal time, think that the children are very careless and run needless risks.

5. Many pupils received typing awards when the city contest was held for the commercial students.

6. The girls' gym classes are practising for a gym exhibition.

7. Miss Amy Flowers went to California this summer. She had a wonderful time and went through the Panama Canal enroute West.

8. Ted McSweeney is going to try for a part in the Senior Play. We wish you luck, Ted.

9. The Marionette Club, under the direction of the Art Teacher and the English department, is going to have an exhibit soon. This will be very interesting to all because many people have never seen one. Our school has the only club of this kind in the city.

10. Mr. Cromer's botany class took a field trip Thursday.

11. At a meeting of the Senior Girls held in Room 302 on Thursday, it was decided to limit the cost of graduation dresses.

12. Miss Winifred Gress doesn't think much of flying. When she was in Europe this summer she flew from London to Paris and says, "Never again for her."

13. On June 13, John Tyson a Senior at the Woodrow Wilson High School, will go to the state capital to take his mental entrance examinations for Annapolis, having received his appointment through Congressman Watson.

14. Joe Walters is starting his second airplane in the manual training room. Joe got his first prize in the airplane contest sponsored by the Columbus Citizen this summer.

15. Emily Watson, one of our graduates, was a visitor at North this past week. She will study in Italy next year, having received the Eleanor Duse scholarship award for study in that country.

16. Our Oscar Mills, leader and soloist of the Boys' Glee Club last year, has gone to New York where he will train to be a radio entertainer and take voice lessons.

17. At the Boy Scouts Camp this past summer on Big Walnut "Whitey" Matthews, last year's basketball captain, was director of Athletics. At Wilmington College this fall he was appointed captain of the first basketball team.

18. A meeting of the Scribblers Club was held in Room 102 Wednesday after school. Original poems were read including one by James Spear which was awarded first prize by The Scholastic Magazine. (This is news enough for a separate story.)

19. Clarence Riggleman was injured during football practice Thursday, September 6.

III

"Make it plain" should be the first aim of the news writer. Clearness is often defeated by long, incoherent sentences, unnecessary words, lack of emphasis in the arrangement of words, and carelessly ungrammatical diction. The accompanying faulty sentences have been taken from newspapers and students' copy. Criticize and reconstruct them.

1. Each student is askèd to send his or her contribution to the Red Cross rooms, as the case may be.

2. Nobody should come to the meeting unless they are prepared to give.

3. These sort of people make it indeed very difficult for the club government to do their full share.

4. They both spoke after the banquet had been concluded.

5. The wedding ceremonies were solemnized at high noon.

6. The new recruits will assemble themselves at the Armory promptly at eight o'clock.

7. A record is kept of the towels brought in and it will be necessary to look each boy up before giving him his towel, if these other fellows don't come through.

8. Mr. McVerne, an attractive and handsome man, belongs to one of the oldest families in the city, being the second son of Mr. and Mrs. Bertram McVerne of Millville place. He is a graduate of Mt. Pleasant Academy, a member of all the leading clubs and a general favorite. As a groom Mr. McVerne never looked better than in his wedding garb, which consisted of a black suit, beautifully cut in the latest style, with tie and shoes to match. On his bosom glistened his only ornament, an exquisite heart shaped pin set with diamonds and opals, a gift of the bride. The ceremony took place in the living room under a rose bower, to which place the groom proceeded supporting his mother, and followed by the ushers. There he was met by the bride and her attendants. The ushers in their attractive attire gave an added charm to the scene. Mr. William Stalman, a brother of the bride, wore a brown suit with accessories to match. Mr. Luther Starr wore gray with a ciel blue tie. Mr. Cecil Wenting wore dark blue with cream hose and tie, and Mr. Holland Grosner wore light tan with green accessories.

9. Due to the coming of a rainstorm the roads were for hours blocked and made impassable.

10. None of the livestock thieves who chose to take a dozen fresh eggs and nine prize hens in preference to jewelry from one of the University farm buildings early Friday morning, have been apprehended as yet. The building being without the city limits, city police cannot be employed on the case, so the sheriff has taken charge, but so far without results.

11. The wedding took place at the home of the bride in Maysville, which has 20 miles of the finest paved streets in the county.

12. Miss Lulu Jones gave a small dinner party Thursday at Cedar Bluff where her parents have taken the Durflinger bungalow in honor of Miss Ethel Byers, who is her guest from West Jefferson.

13. Our nocturnal marauder pilfered a large quantity of provisions and decamped with it before the alarm could be sounded.

14. John H. Higgins and wife drove to Rantoul in his Cadillac car to Sunday with relatives.

15. The company sustained a loss of $50 in the conflagration.

16. He blew out his brains after bidding his wife goodby with a gun.

17. After the collision with the fence, the car turned turtle and came to an abrupt stop, bottom side up.

18. There is at the present writing 28 prisoners in the county jail.

19. Having eaten their picnic luncheon, the steamer carried the mayor's party on down the river to Vicksburg.

20. Without waiting for his companion, Policeman David Smith, who he had left in conversation with the shop owner Britten took after the fleeing man.

21. The captain is on the last leg of a journey around the world and will leave for San Francisco tonight accompanying him is his wife and daughter.

22. School children next Saturday will hold memorial services for Miss Doran, the school teacher who lost her life in an attempt to fly across the Atlantic.

23. Fire early today destroyed a Chicago landmark. It was the old Robinson mansion. It was at 1818 Prairie avenue. It had been built there in 1872. At that time the neighborhood was the fashionable residential district of the city.

24. After spotting the high school freshies a large number of runs in the first inning the North Side Grade School came back strong and took the lead only to be beaten out in the final inning 15–14.

25. Higher educational advantages is one of the fundamental causes that brought so many students to high school this year, showing that the youth of the land are very much interested in preparing themselves for life, as had been prophesied.

Note. — For a complete discussion of good and bad diction, with illustrative exercises, the student is referred to Woolley and Scott's College Handbook of Composition (*D. C. Heath & Co.*).

IV

After you have studied Copy Desk Practice in Part II, read copy on the following sentences for typographical style.

1. Therewill be an address at 3o'clock on the making of the Saint Ja,es version of the Bible by W. J. Davidson D.D. lasting half an hour.

2. Photoraphssent by radio were printed for the first time time in hisotyr today by Chicago News ap pers The pictures were transmitted from new york by laboratory experts of the Radio Corporation of america during a demonstration of the invention at the radio show in New York.

Officials of the corporation said tets and experiments had demonstrated that photoargphs couled by transmitted by radio as well as bywire and that commercial transmission would soon be offered the publick. Newspaper editors and publishers were at the sametime agreed that the invention by reson of the invention the earliermarvel of airplane transportation of pictures, with the thrills of night speed flying had become as obsolete as the pony express.

The machines were installed in New York in order news pictures of celebrities at the radio should could be sent out in the shortest time. The time required to bring the pictures to Chicago was less than 10 minutes, making allowancefor developing at each end.

The pictures were seven by inches in size and included photographs of

several notables, radioentertainers and movie stars, as well as general view of the show room and the thousands of sightseers.

3. The time honored "C bench in front of Cobb hall at the University of Chicago, tradit onally reserved for the use of seniors today is labelled in lage latter of green paint "Class of '31." No reason for the apparent action of the freshmen could be learned, but Dean Chauncey S. Boucher issued a caustic statement in which he said:

"Judgeing from the evidence visible in the form of 'green paint on to 'C' bench, some of the men of the freshmen class have not yet caught the spirit of this institution.

"We do our best to treat you like men, students in a university f the first rank. We do not want students who expect to be handled in the manner of boys in a preparatory school."

4. Doctor William Smith landed a fine two-pound black bass at Marcellus, Mich., according to a postcard r ceived today by his brother Horace. Dr. Smith and his wife are on a motor tour with Mr. and Mrs. John Thompson and Mr. and Mrs. Richard jones.

5. In spite of the rain eighteen nature lovers gathered in Washington park last evening to enjoy Mr. Schantz. The group gathered in a shelter hose and Mr. Shcantz pointed at adjacent trees and toldsome of ther characteristics. There was hardly a tree about which mr. Schantz did not have some antidote.

CHAPTER IV

I

Here are some details on the collapse of a row of bleachers at a football game. These facts are presented in pairs. Which of the two statements in each pair would be more important in your account of the accident? After you have checked the high lights write a lead telling the story.

Recreation Field is located at the foot of West King avenue.
The bleachers were filled with 800 spectators.

The bleachers were built in 1909.
One section collapsed last season at the Lancaster-Carbondale game, but had been repaired and was considered safe.

The bleachers were built of rough pine by the Lamneck Manufacturing Company, 234 North Fourth street, Columbus, Ohio.
Thirteen students of Lancaster High School, seated in the center tier, were badly bruised and shaken up.

The bleachers collapsed just after the first quarter.
John Welsh, a junior, living at 654 State street, received a broken left leg, and was taken to Mercy hospital in the city ambulance.

Henry R. Raymond, principal of the Lancaster High School, was cut about the forehead by the shattering of his glasses, and received a nervous shock.
This was the opening game of the football season.

The elevens represented the Lancaster and Logan High Schools.
Panic was narrowly averted by the coolness of Bud Harper, caretaker at the Gymnasium, who told the spectators in the side bleachers to leave their seats quietly.

The loss will reach $1500, with no insurance.
The bleachers will be rebuilt immediately.

The center bleachers sank slowly, without violent ripping or wrenching of timbers.
The bleachers were 80 feet long, and 30 feet high in the rear; the center strip 20 feet wide.

Distracted parents hurried to the scene, following the first news of the accident.
The moving-picture operator was taking a reel of the spectators at the time and secured a good film of the bleachers at the moment of collapse.

II

1. Analyze the thought divisions in two stories clipped from city newspapers. Show how each paragraph develops a definite phase of the story.

2. Select five short-sentence leads from newspapers. Tell why they are used in particular stories. Recast them so as to increase their effectiveness.

3. Select five long summary-sentence leads from city newspapers. Is their structure too involved? Why is each used in the story cited?

4. Find examples of leads beginning with a participial clause and account for the structure.

5. Find three newspaper leads in which the *who* element is emphasized.

6. Find three newspaper leads in which the *what* element is emphasized.

7. Find three newspaper leads in which the *where* element is emphasized.

8. Find three newspaper leads in which the *why* element is emphasized.

9. Find three newspaper leads in which the *how* element is emphasized.

10. Find a story developed in chronological order. Tell why the story is not begun with the conventional summarizing lead.

11. Attempt to rewrite a dull lead clipped from a high school exchange, so as to give fresh treatment to hidden facts.

12. Make a compilation of twenty-five leads, indicating how many start with the subject of the main verb, how many with a clause, how many with a question, how many with inverted forms of grammatical structure.

III

Here is a grab-bag filled with a diversity of newspaper leads. Some are excellent, some good, others just fair. A few are so poorly constructed that they should have been reconstructed.

Select half a dozen samples from this assortment; tell whether they develop the news feature satisfactorily. If they fail to "click," try your skill in rewriting them. In some instances the complete story has been printed.

1. Because of the present interest in flying, aviation was the theme of the Lininger Travel club meeting held in 439 after school Wednesday, October 10.

2. A group of thirty hikers, members of the Wanderlust Club, undeterred by Saturday's record temperature of 86 degrees, wandered up hill and down dale through five miles of the autumn-tinted Gulph Valley in the vicinity of Radnor.

3. At a private art exhibition now being conducted in the Arts and Crafts museum in the French quarter in New Orleans, about 75 etchings and water colors by S. Chatwood Burton, professor of fine arts, will be on exhibit. The exhibition will last two weeks, and will contain many pieces by Professor Burton which have won prizes.

Among the more important pieces on exhibition are, "Toledo Bridge," an etching which won first prize at the Minneapolis Institute of Arts, "Minneapolis Skyline," and a group of etchings of scenes in Spain both of which won medals at the Minnesota state fair.

4. "Am I really the youngest freshman girl?" asked Ramona Slosburg when told she merited that title. "My brother, Lester, who graduated in 1923 was also the youngest freshman, it runs in the family, I guess." This with a laugh and toss of the head.

5. Carl Deutsch of Hammond, was driving at the rate of 32 miles an hour on Sheridan road in Evanston yesterday when Policemen Hagel

and Higley arrested him. In the car with him were his wife and their 18-month-old son.

All were taken before Magistrate Charles G. Franklin, who asked Deutsch to tell his side of the story.

"It was all the baby's fault," he asserted. "While I was driving along quietly he slipped down from his mother's lap and put his hand on the accelerator. Before I knew what he was doing he had run the speed up to 32 miles."

"In that case," said the magistrate, "I will fine the baby $10."

Deutsch had to pay it.

6. As he was crossing the intersection of West Grand and Edwards, going to the polls to register, Mr. Welch, father of the head of the social science department, was struck by a truck without lights, and knocked to the pavement. He was carried into the fire engine house where an ambulance came and took him to a hospital.

7. One hundred and seventy-five boys, roused by a 15-year-old bugler, marched to safety today when fire destroyed the main building and dormitory wings of McDonough school, a private school, about five miles from Baltimore. The building and its equipment were valued at more than $700,000.

The fire was discovered in the basement at 3:20 a. m. Employes said it started in a linen closet in which a small blaze had been extinguished the previous morning.

8. In a weekly contest conducted by the Chicago *Daily Journal* for letters selecting the most important news event mentioned in the paper's "Review of the Week," fifteen Marshall students won one-dollar prizes.

Beatrice Myers, Esther Boosoff, Sarah Ziblat, Jean Goldberg, Beatrice Gutensky, Harriet Hershfield, Virginia Covitz, Alexander Teitleman, William Riback, June Slakoff, Layle Silbert, Miriam Turovlin, Sol Rose, Cynthia Cohen, and Frances Maas wrote the winning letters.

9. Graham McNamee, noted radio announcer, in a chat with the pupils of Jordan junior high school at an auditorium period on Tuesday morning, explained and discussed radio announcing, gave a brief review of the various sports, and then autographed the memory books of those who brought their volumes to him.

Mr. McNamee, in his speech, stated that athletic contests, especially baseball and football, are invaluable in the development of young men.

10. Jack Ryan, assistant football coach at Northwestern University, addressed the Rotarians at the Athletic club yesterday. He is a former coach at Marquette and Wisconsin university. He said that appreciation of football depended on watching individual players, not on keeping your eye on the ball all the time. Coach Ryan paid a tribute to Angie Backus, Milwaukee, who is playing guard for Wisconsin this year, and who gives an exposition of how the game should be played. Blackboard diagrams were shown on how formations have evolved.

11. Burglars effected an entrance into the Milwaukee Junior Country Day school at 308 Prospect avenue last night and broke into 25 lockers,

escaping with pupils' clothing valued at $300. A play "Soldiers of Fortune" was being given in the auditorium, and the robbers took advantage of the opportunity to ransack the lockers. They got into the locker room through a basement window, according to R. M. Johnson, night watchman, who patrolled the halls during the entertainment.

12. The three day session of the American Racing Pigeon union came to a close last night at the Hotel Pfister. One of the interesting speeches of the evening was given by Charles F. Hoser, editor of the *American Racing Pigeon News*, who told how a pigeon belonging to E. H. Wubbe, Brooklyn, N. Y., had made a trip to Italy and back within one month.

CHAPTER V

The following stories, gathered for the most part from school newspapers, contain many faults, among them: (1) wordiness; (2) lack of proper emphasis in the lead; (3) vagueness of phrasing; (4) editorial opinions which color the news; (5) overemphasis on the trivial.

Examine all of these specimens critically; then recast each as briefly as you can, using special care to make a satisfactory lead.

1. The Ag. Club held its regular meeting Wednesday night, October 3, in Wilson hall. This was the first program offered by the club this year and there was a record breaking attendance of Ag. students as well as several faculty members present. Clel Clemmons was the student speaker. He told of how cornstalks, a formerly wasted by-product, were now being used in the manufacture of a large number of articles. Among the things he mentioned made from cornstalks were rayon, auto tops, paper and other cellulose products. Dr. Kent was the next speaker. He began with a short talk on the benefits from the Ag. Club and other clubs and organizations on the campus. He then turned to the value of the college training in agriculture. He emphasized the broadness of the field open to the trained man and spoke of the new problems that are constantly coming up for solution. The rest of the meeting was taken up by regular business.

Refreshments were served after the meeting and every one seemed to enjoy this part of the program. The members are planning to make this a banner year for the Ag. Club and such splendid meetings as the last one make the outlook promising to say the least.

2. Since the choosing of a vocation is one of the most important things in a young girl's life and the Vocational Committee being the most important committee of the Girls' Club, the chairman of that committee introduced Miss Shelton, commercial coördinate of the Commercial Department of the Central Building, for the Girls' Assembly held last Friday in the auditorium. She told about the way a girl

living three or four generations ago had to marry or live at home to take care of the house. But now a girl may enter the commercial world to earn her own living. She gave a bird's-eye view of the various vocations a girl may follow. There are many opportunities open if only the girl would know for what she was best fitted.

Phyllis Paulson sang two very beautiful songs. She accompanied herself.

The Vocational talk was very beneficial and it is hoped that all obtained the real value of it. Miss Shelton believes every student in high school should begin to think about the kind of work he wishes to take up for his life work.

3. Founders of the New Literary Magazine under the leadership of Miss Bordwell met on Tuesday, the 20th of September to formulate plans for the year. It was decided that the magazine should feature original short-stories, poems, essays, and comments on current interests.

The following staff was appointed: Editor-in-chief, William MacKenzie; business manager, Frances Burks; publicity agent, June Reynolds; short story editor, Coburn Palmer; essay editor, William Leslie; comments editor, William Brett; poetry editor, Helen Phillips; faculty advisor, Miss Bordwell.

This magazine, as will be remembered, made its debut in two issues last spring and thereby brought to light much unsuspected talent among us. The forthcoming issue will be eagerly awaited to see who's who this fall in our literary world. Opportunity will soon be arranged for every one in the school to contribute. In the meantime, everybody can be thinking of a good name for Paly's newest baby. Hand in your ideas to any of the editors and you stand a chance of christening the young hopeful.

Watch the announcements for the first issue of the magazine and when the big day arrives don't forget to bring your nickels!

4. The hill adjoining Ensign Peak presented a curious spectacle last Sunday afternoon. Grouped about on the barren hillside were hundreds of people, some sitting, others standing, but sitting or standing, all eagerly listening to the address being delivered by Dr. Frederick Pack. Sketching the story with vividness and dramatic power, he told of the geological formations of City Creek Canyon and outlined the early history of Lake Bonneville. Because of the outdoor situation, the subject was made intensely interesting, Dr. constantly being able to point out the subject of his discussion.

Dr. Pack startled members of his audience by stating that Utah contains more natural wonders than any other similar area. As he told of the ancient lake which once covered this land he traced the evidences which were left on the mountain sides. Roaming musk-ox, and mammals of gigantic size which correspond to the skeletons found in Siberia, were pictured as types of animal life existing at that time.

This lecture was the first of a series devised by the Chamber of Commerce to 'sell' Utah to Utahns. Next Sunday at the mouth of Little Cottonwood the second talk will be given. At that time Dr. Pack will

delve again into pre-historical facts and will picture this section as an ice-clad, glacier-infested region.

Accommodations will be made for all those attending. No charge will be made. The subject will be discussed freely.

5. One of the prettiest demonstrations that the College has ever seen was given by the Battery B of the 82 Field Artillery, from Fort Bliss, last Friday, after the Aggie-Miner game.

Major E. P. Sands sent up the battery and it was under the command of Lieutenant Reed. The demonstration began immediately after the game. The work was absolutely perfect.

There were about 600 people out from Las Cruces to see the game and drill. The goal on the north side of the field was removed to make room, as well as the cars on the east side of the field.

The battery arrived at State College about noon Thursday and spent all that afternoon preparing camp in the alfalfa field in front of the Science Hall. The next morning they left the College about eleven and went to Las Cruces where they gave a parade. In the afternoon they gave their drill on Miller Field and that evening the College gave an entertainment for the soldiers.

The program presented Friday evening was: 1. Selection, College Band; 2. Selection, Girls' Glee Club; 3. Selection, R. O. T. C. Band; 4. Reading, Miss Balen; 5. Spanish Dance, The Fountains; 6. Violin Solo, Mr. Armendariz; 7. Spanish Dance, The Fountains; 8. Baritone Solo, Mr. Dean; 9. Spanish Song and Dance, The Fountains; 10. Baritone Solo, Mr. Dean; 11. Spanish Songs and Dances, The Fountains.

6. One of the worst initiations was gone through here by a blossoming young sophomore when he had to walk Main street Saturday night with a tag on him asking people to help the blind and feeble-minded. Some people were so affected by the sign that they dropped coins in the cup so that now either the frat or the new member is a little wealthier than before. With the dark glasses on the disguise was very well effected and several of the professors were deceived by the disguise. The only trouble with it was that the frat was going in competition with the regular line of beggars that line Main street every Saturday night. We haven't heard whether the returns in the cup were great enough to warrant the frat repeating it on their next member to come in or not. Anyway one has to be a pretty good sport and want to join said frat awfully bad to agree to walk Main street pretending to be blind and feeble-minded.

7. In order to discuss the business before the organization, the members of the Salesmanship Club met on Wednesday, October 10. Don Schloss, president, announced the names of the members of the four committees and plans were furthered for the successful launching of the Concert-Dance which will be given on October 27 by the Hyde Park orchestra for the purpose of adding to the fund for new instruments.

Richard Samuels willl head the Ticket committee, Martin Wiener, the Publicity committee, Leonard Silverman, the Speaking committee, and Al Pliner, the Program committee. In regard to the orchestra dance,

Don Schloss announced that the Chicago Tribune has taken a picture of the orchestra which will appear in the Sunday Metropolitan Section of that paper. Bill Hahn and his College Crew, a seven-piece orchestra, the members of which are students at the University of Chicago, will provide the music for the dance which will be held at the Midway Masonic Temple.

Another announcement was made at the close of the meeting to the effect that all members who wish to be on the ticket committee must go to Room 113 either division period.

8. The cross-country track team started practice last week for the city meet to be held on November 10 in Washington Park. About ten candidates turned out, but more than that are wanted, and it is still not too late to come out. Each school may enter as many men as it wants to, so it is only right to presume that every one who turns out for the team will be entered. The race is to be run over a two-mile course, and in order to score any points at all, each school must have at least five men finish.

Hyde Park will have among its entries three lettermen from last year. They are Nelson, holder of the city junior 660 record, Cornell, and Dickow. "Bob" Hibbard will be unable to compete because of ineligibility.

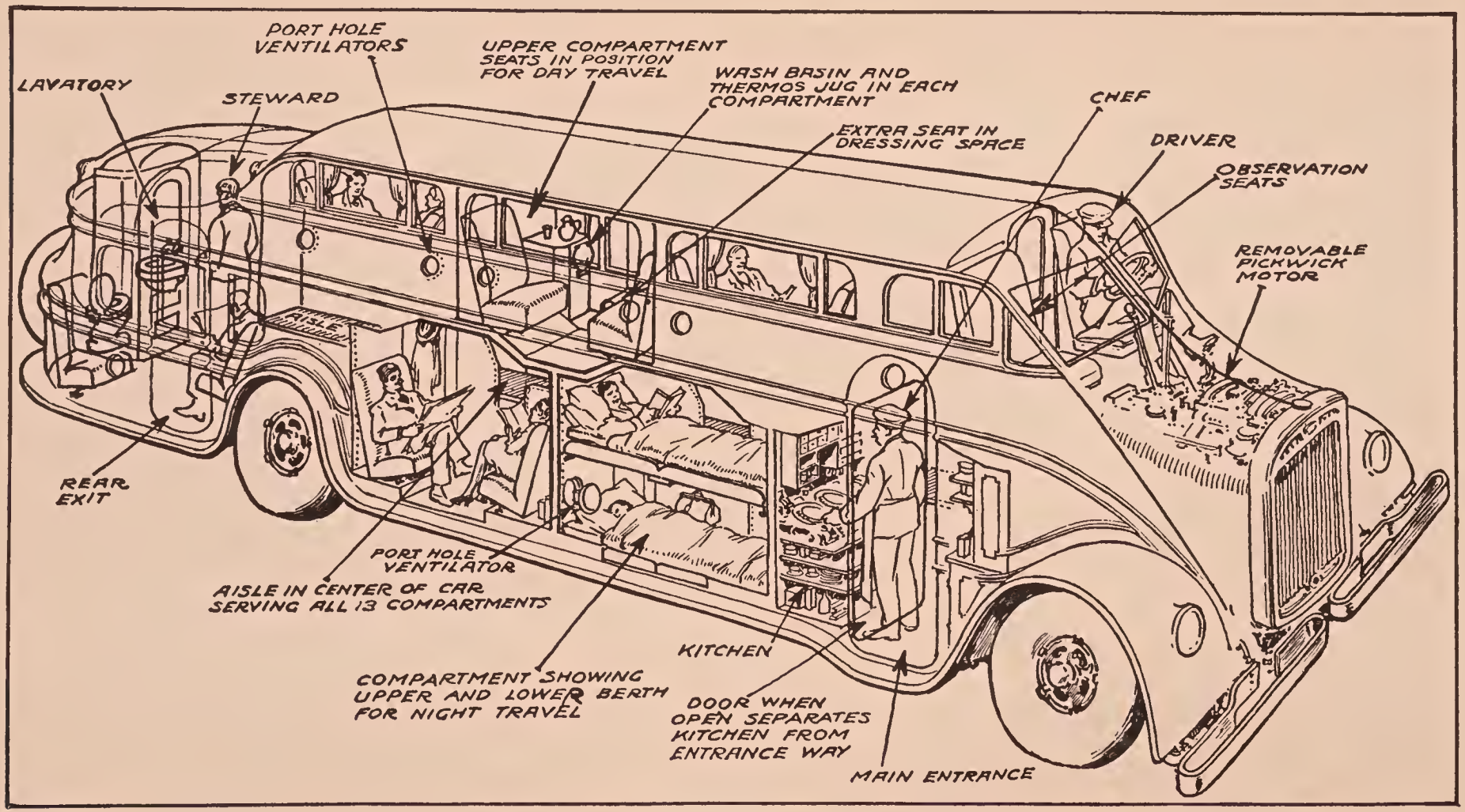
With these men as a nucleus, Hyde Park will have an excellent chance to "cop," if the new candidates can come thru. And remember, you Nurmis and Ritolas, the more of you who come out, the better team we'll have.

9. Tuesday morning in assembly President Kent presented Clel Clemmons with the Alpha Zeta cup. Clel made the highest average of any Freshman Ag. student during last year.

The Alpha Zeta chapter is planning to give a cup each year to the Freshman who made the highest average grades during the preceding year. That is, the cup will be presented to the winner at the beginning of the Sophomore year. The conditions are that the man must have been registered as a Freshman in Agriculture for the entire year and must return to the college for the Sophomore year, when the cup will be presented. The cup will be engraved with the name of the winner and will be placed on display for the remainder of the year. When the winner leaves at the end of his Sophomore year, he is privileged to take the cup. It then becomes his permanent property.

The purpose of the gift is to encourage a high standard of scholarship from the beginning on the part of agriculture students. The cup was won during the year 1927–28 by Clel Clemmons, now a Sophomore in Agriculture. Mr. Clemmons registered from Elida, New Mexico. He took his high school work in Berryville, Virginia. Mr. Clemmons' average grade for his Freshman year was 88.432. The next highest average made by a Freshman last year was 86.095.

Alpha Zeta is at present the only national Greek letter organization on the campus.



An Experiment in Accuracy of Observation

One of the motor-coach sleepers of the Pickwick stages system of Los Angeles with sleeping quarters for twenty-six, complete dining service, lavatory, and other refinements. Length, 34 ft. 6 in.; width, 8 ft.; height, 10 ft. 3 in.; cost, about $30,000. Study this diagram carefully; then write a detailed description of the mechanism and operation of the coach.

CHAPTER VI

You are a reporter for a small town newspaper and are sent out by your city editor to cover certain incidents and events. In the course of your investigation you take down notes having to do with your story. Returning to the office, you begin to sort them out preliminary to writing your story. In the following schedules check off the fact which seems to you to be the lead. Then arrange the other facts in the order of their importance. Write a complete story, utilizing only those details which you deem essential to the story.

1. Jack Hight gave a costume dance last night on board the "Floater," a houseboat on Red River.

   Twenty guests were present.

   A small motorboat driven by Philip Matthews struck the "Floater" at 9:30.

   Matthews was unhurt.

   Two dancers, Marion Hawkins and Jane Darland, were thrown into the water.

   Neither could swim.

   Marion wore a hoop-skirted, old-fashioned costume which kept her afloat.

   Jane, dressed in "flapper style," was forced to cling to Marion's "hoops" until aid arrived.

   Frank Adams and Arthur Harding, who were on board the "Floater," were the rescuers.

2. Officers for the coming year will be elected at the annual meeting of the Clarksville Chamber of Commerce Tuesday night.

   Members of the club are invited to bring their wives and make the meeting a "Ladies Night."

   The meeting will be held in the "Crystal Cavern" at the Red Hill's lime plant, five miles north of Clarksville.

   The cavern is nearly one thousand yards square, and has been cut from solid limestone in the mountain above the Red Hill company's kilns.

   Frank Gutherie, manager of the plant, will explain the making of lime.

Workmen who have fired the company's kilns for thirty-five years will speak.

Dinner will be served by wives of the workmen.

3. Ernest Mucks, cross-country "wheelbarrow hiker," arrived in Clarksville last night after a 23-mile walk from Winslow.

Mucks states that he has made two trans-continental "barrow trips" and that he is now going from the Great Lakes to the Gulf.

His goal is New Orleans.

There he will attend the Mardi Gras.

With him is Mickey, his monkey.

Mickey sometimes walks as much as ten miles a day with his master.

Of late, he has been riding, says Mucks. Mountain roads hurt his feet.

The pair expect to reach their destination within two months.

4. Gordon Pugh, Ralph Tucker, and James Stefanson went hunting yesterday on Lost Loon Lake.

They killed three ducks.

In firing the last time, Tucker held his gun so that it recoiled heavily.

The kick tore loose ligaments in his right arm.

Tucker was taken to the Clarksville hospital, where doctors said that the injuries were not serious, but would probably prevent the boy from playing in the game between Cutler university and Western Tech.

Tucker is Cutler's only available quarterback.

F. B. Anthony, Cutler coach, stated that Tucker's loss would probably mean a change in lineup which would weaken his team's power.

Tucker was taken to his home last night.

Today he had the goose for dinner which he killed yesterday.

5. Slow growth is better for any government than sudden rise to power, Tien Lui told 400 high school students this morning.

Lui is a representative of the Cantonese government of China.

"China's future lies in peace rather than war," he said.

"In this, America's new-found friendship will be her greatest aid."

Tien Lui urged the need for air development in both America and China.

By spring Lui said he will have 15 commercial planes operating over five routes in the Orient.

He is president of the Chino-Pacific air company, and is known as the Chinese "Lindy."

He arrived in Clarksville this morning in a Ryan monoplane, "The Spirit of Canton."

He will leave for Frankfort in the morning.

6. Frank Smith, 14, has established a model airplaine "factory."

In two months he has sold forty planes to Clarksville school boys.

Two weeks ago Amos Luther, 15, and Stanley Parish, 13, started competing factories.

Smith was said to have made seventy-five dollars on his business.

Parish and Luther challenged Smith to an airship race.

Yesterday afternoon Smith's ships more than doubled the distance set by the planes of his competitors.

The race was held at the Banks playfield.

Luther and Parish offered to go into the winner's factory as apprentices.

When their period of training is over, Smith says he plans to take them in as partners.

7. "It's almost like being a boy again," Tom Merton, Clarksville golf professional, told the high school student body today.

"It does me good to see you youngsters again."

"Always keep your eye on the ball," said Merton. "That's your life work, whatever you do."

The professional was introduced by C. O. Trumble, principal.

"Shoot straight all your life," said Merton. "Drive hard. You'll get there."

"And above all, be clean. Live that way."

The speaker compared life to an 18-hole golf course.

"There's an eighteenth hole," he said. "But it has an unknown hazard."

CHAPTER VII

I

1. Suggest a series of five stories beginning with the choice of play and announcement of cast for one of the following plays or one to be given in your school: *Penrod* by Booth Tarkington, a Shakespearian play, a comic opera, *Quality Street* by James Barrie.

What kind of pictures should accompany these stories? What recognition should you give in the paper to the different departments and people who worked to make it a success? Try to include an appreciative poster story.

2. Arrange three stories for any one of the following: (*a*) a school carnival, (*b*) an entertainment by the glee clubs, (*c*) an exhibition, an open night or open house during Education Week.

3. Should you in your news stories about entertainments mention the price of admission? Write an advertisement of an entertainment intended for the city paper. Is it an advantage to mention the purpose of the play, that is, for what benefit it is given?

4. Suppose your school is to give an extensive educational exhibit, how should you give it publicity so as to insure its success? Remember that names, not exhibits make news.

5. A noted lecturer is coming to your school or town. You know the date. When should publicity begin? How should you get his picture? Suggest two precedes. How should you arrange for an interview, before or afterward?

II

The Inland Press Association met recently at the Hotel Sherman, Chicago. H. F. Harrington, director of the Medill School of Journalism of Northwestern University, made one of the addresses. In response to a request from a press association, he wrote the following "release" of his remarks. Use this digest to write a brief story for the wire.

WHAT THE NEWSPAPER DOES FOR CHILDREN

Unless a newspaper keeps itself young both in its curiosity and enthusiasm about life it will die of dry rot. It must keep growing; it must always be alert to the significance of the passing events, always violently, passionately concerned with what is going on in the world.

The newspaper must have the courage of the young crusader and the tireless energy of an explorer seeking new heights.

One of the encouraging signs of the times is that the newspaper has followed Mary to school. It is having a share in the education of youth. Boys and girls are tremendously interested in the human scene. To them the newspaper is a panoramic diary of the world's life. It headlines competition, struggle, achievement, victory, adventure — bugle calls to youth. The young overlook defeat and perhaps are not so greatly interested in scandal, murder, and crime as are their sensation-hungry, critical elders. The sports pages are in themselves dedicated to the spirit of hard-fought battle and the will to win, with honor to one's self and the team.

The newspaper is linotyped life and action. It should be used in the schools as a living textbook, in connection with more formal literature to keep children in intimate touch with the modern world. Books become stale and out of date; newspapers bring fresh tidings every day and keep the mind focused on the interesting events and problems told in the present tense. Here is history in the making, applied geography, the achievements of science, policies of government, the daybook of the home town — all worth study by the boy and girl. Let the pupil read the newspaper critically; let the teacher discuss current events with him in the classroom.

Another encouraging sign of the times is the use made of the newspaper in making vital and purposeful English composition, one of the most dismal of classroom subjects as ordinarily taught. Young reporters and editors, at work on their own school newspapers are now applying the rules of grammar and diction learned in the school to the actual business of writing for print. They experience the joy of finding their work on the printed page where it may be read by their friends. Composition ceases to be drudgery, but becomes a practical, invigorating adventure.

I have no desire to glorify the newspaper. It is a public-service institution working at top speed, under constant scrutiny, to rush the news into print. It is planned by the human mind and put together by human hands. It makes mistakes due to carelessness, faulty judgment, lapse of memory, as does the hospital, the court of law, the church, the school. As a faithful historian it cannot pass by some of the unpleasant things of life, since these abnormal happenings are a part of the day's story. The newspaper asks to be read by a man who knows that crime and scandal are not the usual rules of life, but the exceptional outcroppings and hence interesting news. Pupils in the schools may be taught how to read the newspaper with discrimination. Why refuse the trout because of the bones that annoy us?

Even the lad who carries the paper to your door every morning is receiving an education in the practical affairs of life. He learns the importance of punctuality, of performance of duty in all sorts of weather, of thorough reliability, of businesslike methods — in themselves a valuable preparation for the big job that awaits him as a man.

CHAPTER VIII

I

1. Your supervisor has invited the coach to make a short talk in class about an approaching athletic contest. He may also give his opinions on sports in general, particularly if he is asked specific questions. On the basis of what he says, write a "dope" story, comparing the contending teams and making some prophecy on the prospect of victory.

2. Clip from high school papers two or three accounts of athletic events. Examine these samples for effective lead sentences, sports slang, unsportsmanlike references. Apply the same inquiry to stories printed in metropolitan papers.

3. Write a short "precede" about your own football squad for publication in a newspaper representing a rival high school. Let it be an honest-to-goodness summary, not circus ballyhoo.

4. Attend a practice session of some major competitive sport, say football or basketball; then write a brief account of what you saw and heard. Better consult the coach.

5. Interview the captain of the girls' basketball team on the prospects for the season. This assignment may also be related to hockey, soccer, archery, and the like. Use actual "quotes."

6. Condense for the school paper some long story of an athletic event as printed in a metropolitan newspaper.

7. Interview several former stars on various school teams, asking them what participation in sports did for them. Quotes and pictures.

8. How should you tabulate the lineup, summaries and box scores for publication in your newspaper? How can you be sure they are accurate?

9. Write a color story of the crowds attending the game. It may help you if you assume that the person reading your description has never seen a football exhibition.

10. What type of athletic exhibition do you think makes most interesting reading? Why? Which demands the most skill?

11. Compile an assortment of paragraph impressions about the game, the players, striking plays, actions of spectators.

12. If you have enough information at hand, draw up a mythical

all-high school eleven made up of leading players in your own territory. Of course, such an article should come properly at the end of the season.

13. How does the writing of a baseball story differ from that recording football? If possible attend a baseball game and write an inning-by-inning account of it.

14. What features of an athletic event make the best "slants" for leads? Tabulate kinds of opening sentences employed by sports writers on other school sheets.

15. Explain in detail how some game is played, using diagrams to show key positions. Indicate the function of each player, and summarize some of the most important rules. This discussion may take the form of a series of short, informative stories.

16. Write a letter to the editor commenting on some phase of a recent athletic contest, perhaps the "booing" of the referee.

17. If you are a boy, attend a girls' basketball contest, and write your impressions of it. If a girl, write a humorous feature yarn about a football game. Both accounts should include a running chronicle of what happened. Do not write an editorial.

18. Start writing a series of short biographical sketches called "Who's Who in ———— Athletics." Include the leading players; use "quotes," perhaps pictures. Be careful not to begin all the stories with names. Search for some novel feature to put into the lead.

19. How should you encourage the forming of teams representing clubs and minor organizations within the school, and what methods should you use to give these contests proper publicity?

20. What are the benefits of athletics as a school enterprise? What are its evils?

II

Read this football yarn carefully; then rewrite in three hundred words and watch your lead.

Last Wednesday afternoon the students saw our football team in its first scrimmage of the year. While there are many rough spots to be ironed out, our team as a whole showed power and drive, which, with the support of the student body should carry the Aggies through a victorious season.

Wednesday's game did not show any individual stars, but it showed the team playing as one machine. Captain Swartz at guard played his

usual steady game, while every other man on the line played a good game. In the backfield, Fritz and Limbough did most of the ball packing, with Rice and McClernon running excellent interference.

The Lineup

Meechem	L. E.	Webster
R. McCorkle	L. T.	Stevens
Capt. Swartz	L. G.	Stewart
Elsass	C.	Holman
Boutz	R. G.	Phillips
B. Boutz	R. T.	McSherd
Mann	R. E.	Mount
Fritz	F. B.	Ridley
McClernon	L. H.	Capt. Ryan
Rice	R. H.	Myers
Limbough	Q. B.	Kreigh

The Game Play by Play

1st quarter: Aggies kicked off. Artillery returned kick to 30 yard line. Ball remained on 30 yard line, Artillery failing to pierce Aggie line. Artillery kicked on 4th down and kick was blocked by Aggies, McCorkle falling on ball for first touchdown. Try for goal failed. The Aggies kicked off. Artillery returned ball to 32 yard line. The Artillery gained one yard through line. A long end run failed to gain. Artillery kicked and Aggies advanced to Artillery's 8 yard line, with Fritz packing the ball. Fritz again took ball, advancing to the 5 yard line. On the next play Fritz went over the line for the second touchdown. The try for goal was wide.

The Aggies kicked off and the Artillery returned the ball to their 23 yard line. On next two plays the Artillery failed to gain. The next play the Artillery's kick was blocked by the Aggies, but they recovered the ball. The Artillery kicked again, the ball going only a few yards. Limbough ran the ball back to the Artillery's 25 yard line. Fritz made 7 yards through the line, the ball now on the Artillery's 14 yard line. Aggies made first down on the 10 yard line. The Aggies lost the ball when an attempted forward pass went over the goal line. Artillery's ball on 20 yard line. Artillery kicked and kick was blocked by Aggies, but Artillery recovered. Artillery gained 7 yards and kicked on next down. Limbough ran ball to Artillery's 35 yard line. The Aggies fumbled, but recovered ball on Artillery's 28 yard line. Aggies were penalized 5 yards for off side. Limbough made 10 yard run, and again took ball for gain of 4 yards, placing ball on 18 yard line. Rice went through guard for 7 yards. Limbough gained 6 yards, placing ball on 5 yard line. Rice went over for third touchdown. Limbough kicked goal.

The Artillery kicked off, Boutz returning ball to Artillery's 47 yard line. A trick reverse, Fritz to Rice, gained 3 yards. End of quarter. Score Aggies 19, Artillery 0.

Second Quarter

Aggie second string men took the field. Aggies penalized for off side. Aggies gained 8 yards on first play and made 5 more to make it first down on Artillery's 24 yard line. Second team went right through Artillery's defense. Kent took ball to 13 yard line. The next two plays carried the Aggies over the goal for the fourth touchdown. Summerford's try for goal was blocked.

Aggies kicked off to Artillery, who returned ball to their own 35 yard line. Artillery failed to gain on the next two plays. On the next play the Artillery fumbled, Aggies recovering ball on Artillery's 34 yard line. On the first play Aggies were penalized for off side. Again Aggies were penalized 5 yards for having only 6 men on the line 20 yards to go and first down on Artillery's 34 yard line. Aggies gained 5 yards. Kent made a 20 yard run. End of half.

Third Quarter

Artillery kicked off. Fritz ran ball back to 40 yard line. Fritz 7 yard gain. Fritz took ball for 18 yard trip. Again Fritz took ball for 8 yards. Limbough took ball to Artillery's 1 yard line and on next play went over for the 5th touchdown. Try for goal failed. Aggies kicked off. Artillery's ball on their 35 yard line. Artillery lost 4 yards. No gain on next play. Lost 3 yards on attempted line plunge. The Artillery kicked and Aggies took ball to Artillery's 30 yard line. Reverse, Fritz to Rice, gained 6 yards. Rice made 8 yard gain. 15 yard penalty on Aggies for holding. Warpi gained 10 yards and on next play went over for sixth touchdown. Limbough's try for goal was blocked. Aggies kicked off. Artillery fumbled and Aggies recovered ball on Artillery's 26 yard line. End of third quarter. Score — Aggies 37, Artillery 0.

Fourth Quarter

Aggies gained 10 yards. Forward pass intercepted by Artillery on own 8 yard line. Artillery kicked to their own 30 yard line. Aggies' ball. Aggies gained 12 yards, and on next play went over for seventh touchdown. Attempt for goal failed.

Artillery kicked off. Aggies' ball on 40 yard line. First down. Limbough gained 4 yards on line play. Aggies gained 2 yards on next two plays. Aggies kicked. Artillery took ball on their own 18 yard line. Aggies gained and Hank made long run to Artillery's 4 yard line. Next play resulted in eighth touchdown. Trial for goal blocked. Artillery kicked off, Aggies receiving ball on 25 yard line and returning it to 40 yard line. Aggies kicked and the Artillery fumbled behind their goal. Aggies recovered ball when out of bounds, resulting in touchback. Artillery's ball on 20 yard line. No gain. Artillery kicked. End of game. Final score: Aggies 51, Artillery 0.

Score: 6 6 7 6 6 6 6 6 2
0 0 0 0 0 0 0 0 0

Next Friday the team meets Silver City at the College field Let's see everybody out rooting for the Aggies.

CHAPTERS IX AND X

1. Rewrite the attached news story so as to delay the climax until the final paragraph, using human-interest structure and style throughout the narrative:

Speedy, for many years a fire horse in Brooklyn, was rescued from drowning this morning with the aid of a policeman, firemen and a block and tackle. Speedy had plunged into the Atlantic basin while wandering along the Brooklyn water front in the driving storm that struck the city with such ferocity.

Six years ago Speedy lost his job with the fire department when the horse drawn vehicles gave way to motor trucks. Louis De Gianso, an ice peddler, bought the old bay fire plug for ten dollars and hitched him to his ice wagon. On his twelfth birthday Speedy went blind, but he continued to pull the wagon through the familiar streets. As he grew older, his pace became slower, and nothing could awaken him except a fire engine answering an alarm.

In the storm of this morning, Speedy's master deserted him for a drier place. In an effort to find some sort of haven from the wind and the stinging rain drops, the blind horse fell from the wharf into twenty feet of water. A passerby raised the alarm, and in ten minutes a thousand men, women and children were crowding the docks. A police squad came and set up a block and tackle. But Speedy could not be reached. He kept swimming away from the dock.

Then De Gianso remembered. He whispered to a policeman. Presently the wail of a siren and the clang of a fire bell were heard. Speedy ceased his aimless swimming and came toward the sound of the fire wagon. As he nosed the pier a belt was dropped around him and he was hoisted to the wharf.

2. Choose a passage from some book and make a brief news story from it. The following have good scenes for such treatment: *Ivanhoe, Robinson Crusoe, David Copperfield, The Prairie, Macbeth, Hamlet, Merchant of Venice, Vicar of Wakefield, Treasure Island, Kidnapped, Spectator Papers.*

3. Here are some headlines which suggest good human-interest stories. Use them as a basis for brief accounts, or let the teacher clip others from the newspaper.

(*a*) BLINDED LATE IN LIFE, DOCTOR CARRIES ON WITH GREATER VIGOR THAN BEFORE

"Never Give Up," Is Slogan of Dr. Chapman, Who Continues Hobby of Cultivating Dahlias

(*b*) EVICTED FAMILY GIVEN $105 BY KINDLY READERS

Silver Lining Becomes Visible in Mrs. Couch's Cloud of Poverty

(*c*) JUST A HOMELY CUR DOG

But a Boy's Heart Ached When Somebody Poisoned Buster and Motherless Cal Ostby Put Up a Board Monument and Carved Some Verses on It in Tribute to His Friend

(*d*) DIDN'T EVEN LOSE VOICE

Texan Wakes to Find Woman Burglar in Room — He Yells and She Flees

(*e*) FINDS $150 GEM IN TURKEY'S CROP

F. J. Hardy is Now Glad He Clung to Custom and Didn't Buy Goose

(*f*) FORCE TYPIST'S CONFESSION BY SHOWER FROM RICE BAG

Miss Flossie Mildred Oliver Admits "Him" With a Smile and a Blush

(*g*) GRADUATING BOY NEVER ABSENT

Thomas N. Crompton Is Tardy Only Once in Eight Years; Clock Wrong

(*h*) PUPILS MARCH FROM SCHOOL IN SOUTH SIDE FIRE

Two Hundred Children at the Ray Branch Walk to Safety as Shop Burns; Blaze Near Hotel

(*i*) TOWED BY A WHALE OFF BLOCK ISLAND

Two Pilots Tell of Being Swished All Over Ocean

(*j*) SAYS ALL NEWSPAPERS WILL USE AIRPLANES

Pilot of Dispatch Fleet Declares Time Will Come When Metropolitan Organizations Will Make Regular Deliveries in Circulation Area by Air

4. Write a story about the coldest day of winter, and print it on a hot day in May or June, or reverse the process. Bring in some ludicrous contrasts. On a cold day in winter, a reporter might compile some interesting human-interest interviews on "When were you the hottest?"

5. Perhaps some one known to the class owns a goat. Where do goats come from, what do they cost to raise, and what are some of their peculiar traits? Be specific; relate a real incident.

6. Let the paper offer a prize for the best garden made by pupils, or better still, give a five-dollar gold piece for the best letter from an amateur gardener who considers his garden a success. Print a special column on school gardens. Bulletins may be secured from the Department of Agriculture, Washington, D. C.

7. It is good fun to try your hand writing a parody in the mood and manner of a literary master. Write a description of Christmas on your street as Charles Dickens might have done it had he been present. First read *A Christmas Carol.* Other subjects may be treated in the manner of Charles Lamb, Daniel Defoe, O. Henry, Rudyard Kipling, Robert W. Service, Addison and Steele. Some clever parodies are contained in Max Beerbohm's volume *A Christmas Garland.*

8. A series of human-interest tales may be written on "Hazardous Vocations." These may include the experiences of the town steeplejack, structural-iron workers, painters, roofers, machinists, soldiers.

9. Under a heading "Acorns: The Beginnings of Things," little stories may be run from week to week. These may include such topics as the evolution of the printing press, the telephone, wireless telegraphy, the automobile, the sleeping car, and the like. Consult books of reference.

10. A series of interesting human-interest paragraphs may be prepared on "Famous Heroes," one to run every week under a standing box head. For instance, biographies may be written of *Leonidas, William Wallace, Kossuth, Garibaldi, Pershing, Foch, Joffre,* and those in the common walks of life.

11. What is the oldest house in town? Write a brief history of it and of early settlement days.

12. Write a brief sketch of some man you know, describing minutely his clothing, figure, face, and general bearing.

13. What pupils in your school trace their ancestry back to the *Mayflower?* Do any of them claim relationship to men who fought in the American Revolution or who perhaps signed the Declaration of Independence?

14. Write a series of articles on little-known places around the school, illustrating each story with a snapshot photograph. Suggestions: *the heating plant, cafeteria kitchen, the janitor's room.*

15. How many students were born in foreign countries? Make

a list, and interview them on how they like America. What custom surprised them most in the United States?

16. Write a description of a sample day in the life of the Principal, the mayor of the city, a pastor of a local church.

17. What are some of the jobs undertaken by students after school hours to help pay expenses? Interviews and pictures will add a good deal.

18. Do any of the Hi-Y and Girl Reserves engage in settlement work? What conditions of life do they find as they visit the homes of the poor? A personal experience story here.

19. Look up some old photographs at home, especially those when Father and Mother were going to school. Then write a story on how styles have changed since those distant days. Interviews will help brighten the article, perhaps a picture.

20. Write a confession story on your most embarrassing moment. Your greatest thrill, your greatest ambition.

21. Outline for descriptive story: A visit to the winter quarters of Barnum, Bailey and Ringling Brothers circus at LaPorte, Indiana. (Three hundred words.)

Railroad sidings — with special flatcars and Pullman coaches. Small bungalows for trainers and performers.

Series of buildings — one where show wagons are being repaired and painted for the summer. Another for the horses — where they are kept in the best of condition. Another for the wild animals.

Elephant house — in charge of Ed Duncan, trainer, who has been with the show for 28 years and used to drive animal wagons on overland trips. Short, swarthy, and explosive man.

Small elephants — and large elephants, 22 in all, in their pens.

Setting — glaring spotlights — great sheets of sheet metal beaten by huge hammers in order to get elephants accustomed to noise and confusion of the arena. Tin cans tied to their feet.

The training ring — Ed Duncan tells how he trains elephants. Starts them young. Takes two years to train elephant and tiger act, balancing on wooden ball. Elephant first led up a platform same height as ball — then on to the ball. Cleats are removed so that ball rolls a bit; then carrots are extended by the trainer and elephant week by week learns to keep her feet on the moving ball. In the meantime the tiger has been fastened to elephant's back daily, the broad back of elephant protected by a huge cushion.

Elephants perform in the band — and, after the circus, pull up tent stakes. Most interesting of all animals to spectators. Disposition the important thing — also aggressiveness. Lions are the most treacherous. Show season begins in the South in March.

CHAPTER XI

1. Study the structure of the following sentences, culled from newspapers and periodicals. Look up the definition of a *simple*, a *complex*, and a *compound* sentence; a *loose*, *periodic*, and *balanced* construction; then find examples of them in the excerpts printed herewith. Discuss the reasons that probably prompted the writers to frame the sentences under discussion.

(*a*) We shall tell no lies about persons or policies for love, malice or money. It is no part of a newspaper's business to array itself on the side of this or that party, or fight, lie or wrangle for it. The newspaper should simply present all the facts the editor is capable of obtaining concerning men and measures before the bar of the public, and then, after having discharged its duty as a witness, be satisfied to leave the jury in the case — the public — to find a verdict!

(*b*) Down the sandy stretch which led to the brink of the water came one of the farm horses. Splashing into the shallows, he stooped his head and drank, the white blaze on his forehead faithfully reflected in the still surface. The quietude of evening was over all, not a leaf stirred; but at the edge of the water were still green reflections, while the shadow of the barn seemed to reach stupendous proportions in the placid mirror before it. Gradually everything took on the rosy light of the sunset, then paled and faded. Moths flitted silently across the still blueness, which grew ever deeper and more intense, till the stars seemed to glow through a sapphire veil, pin-points of light in the silent immensity of the heavens. The night had come.

(*c*) Sunshine is delicious, rain is refreshing, wind braces up, snow is exhilarating; there is really no such thing as bad weather — only different kinds of good weather.

(*d*) Four flights up, four steps to the right, one knock on the right-hand door and you enter three tiny rooms that make a home for a happy family of three. Three tiny rooms. Musty. Crowded. Low ceiling. Small cracks in the ceiling. Four windows. Near the kitchen window is a small square table, covered with a new white cloth.

(*e*) Most editorials that I have read, especially in school magazines, are highly moralistic. All aim to spur their readers on to the path of virtue, rectitude, and self-satisfied righteousness. A 'burning message' is conveyed through their columns to aid less gifted fellow beings. Sometimes instead of preachy prose we have inane descriptive or didactic accounts of what every one already knows or is not at all interested in.

2. Bring to class examples of well-wrought figures of speech taken from newspapers.

3. Name and discuss the following figures of speech:

(*a*) The Democrats have a dark horse for mayor.

(*b*) Chicago's great poet has truly been a mighty rivet holding together the giant beams in the skyscraper of modern poetry.

(*c*) January is a month of moods. Sometimes, when a warm breeze blows from the southwest it is like a happy-go-lucky child, breathing a song of spring. But on days when the sky is a gray, heavy-laden blanket overhead, and the earth is covered with what once was white snow, and now is grimy slush, and when a cold penetrating wind blows from the north, January hides her smiling face and the world and our hearts are dark.

(*d*) The "Illyria," a sturdy brigantine-rigged vessel, resplendent in new paint and white sails that flutter like birds in a driving wind, will leave the port of Boston in the middle of November on an expedition which is expected to add another chapter to the data now available on marine creatures — birds, mammals and reptiles of the Pacific Ocean.

(*e*) War is a movie show, jammed to the door with people, who rise, and sing the "Star-Spangled Banner," and say "Amen" to prayers for their boys; with people who cheer a flickering banner, and hiss the image of a spiked helmet.

(*f*) Huge ships churn the waters of the lake, hundreds of trains move to and from the city, thousands of vehicles with no horses drawing them throng the highways, and airplanes zoom through the sky.

4. Bring to class descriptive newspaper clippings which suggest sound.

5. Do the same for color and motion.

6. What impression does the accompanying poem by Carl Sandburg give you?

Passing thru ugly and huddled walls
By doorways where women
Looked from their hunger-deep eyes,
Haunted with shadows of hunger-hands
Out from the huddled and ugly ways,
I came suddenly at the city's edge,
On a blue burst of lake,
Long lake waves breaking under the sun
On a spray-flung curve of shore;
And a fluttering storm of gulls,
Masses of great grey wings
And flying white bellies
Veering and wheeling free in the open.

7. Choose words and phrases that adequately describe: (*a*) the sound of a foghorn on a stormy night, (*b*) a newspaper office one hour before press time, (*c*) a freight train going up a steep grade.

8. Try putting some of your impressions and moods into free verse. Here is a sample from *Progress*, East Side Evening Night School, New York, that shows what can be done with a fugitive fancy:

DAWN ON SECOND AVENUE

Night with a flash of stars;
Cars rattle onward;
Small heels click on the walk,
Brave talk flaunts skyward —
Gay, careless words.

Alley cats yowl;
Beyond the street,
Lamp glow touches shadow,
Where fevered lips meet,
Neath a black archway.

Slow tramp of hoofs,
The milkman goes by;
Glimmers of light in the east;
A long deep sigh,
From the archway.

A waking pigeon calls to his mate;
Light jags the horizon in flares;
Dim forms rustle away thru the dusk;
The shuffle of tired feet upstairs:
Dawn is breaking.

— *R. W. Howard*

9. Consult the dictionary for the derivation and history of the following words: *cemetery, pillage, rifle, serenade, ransack, boycott, booty, depredation, tariff, tribulation, spider, gingham, suppliant, dandelion, liberty, mob, handkerchief, curfew, ordeal, paper.*

10. Apply these words correctly to four different persons: *capable, able, competent, enterprising.*

11. Apply these words to a water supply: *sufficient, adequate, abundant, ample.*

12. What is a synonym? What is the value in knowing synonyms?

13. Read Palmer's *Self-Cultivation in English* (Houghton Mifflin), and make an outline of suggestions designed to enlarge your vocabulary.

14. Be prepared for oral discussion on the following topics:

(*a*) The usage of the newspaper is in no way a guide to the standing of a word.

(*b*) Much slang, not all, is disreputable.

(*c*) The dictionary is a home for living words, a hospital for the dying, and a cemetery for the dead.

(*d*) Slang is the great feeder of language.

(*e*) The newspaper has the opportunity to mold the world's vocabulary.

15. What is the exact meaning of the following words: *moccasin, ace, camouflage, racketeer, slacker, bamboozle, regiment, quarterback?*

16. Point out image words in the following poem, both nouns and adjectives. Identify figures of speech, sound words, motion words.

A CENTURY AGO

Beside the road in Harley town
  There stands an ancient Blacksmith's Shop,
Whose walls and roofs are dark and low,
  With chimneys peeping o'er the top;
Some two or three on either side,
But only one with fire supplied,
Which puffs its smoky volumes high,
In dusky wreaths along the sky.

Harrows, and wains with splintered shafts,
  And broken wheels, are standing round;
And molten coals and cinders lie
  In scattered heaps along the ground;
And in the yard, beside the door,
You see the square old tireing-floor,
With grass, and weeds, and waving sedge
Bent down around its blackened edge. . . .

The forge is in a little nook,
  Before the chimney slant and wide;
And, in a leather apron clad,
  You see the helper by its side;
Nodding his head and paper crown,
He moves the handle up and down,
Beneath his arm, with motion slow,
And makes the rattling bellows blow.

Hard by, the blacksmith folds his arms,
  And swells their knotted sinews strong;
Or turns his iron in the fire,
  And rakes the coals, and hums a song:

But when his heat throws out its light,
He hurries to the anvil bright,
And sledges fall with deafening sound,
And sparks are flying thick around.

— *Richard Henry Stoddard*

17. Point at the distinction in meaning between the following word pairs: *liable, likely; short, concise; pretty, nice; theatrical, dramatic; funny, humorous; illicit, illegal; publicity, advertising; book, treatise; magazine, periodical; wreck* (verb), *dismantle; occur, take place; forgive, pardon; fix, mend; porch, portico; carbon, coal; thought, expression; injure, maim; kill, murder; flag, bunting; poultry, chickens.*

18. Write a brief description of a collision between an automobile and a street car, using technical words suggested by both.

19. Write a brief description of a circus parade, using words picturing people, wagons, incidents, street venders.

20. Set down words that describe the parts of an automobile.

21. Make a list of words connected with organs of the body, as: *hearty, white-livered, stiff-jointed, well-heeled.*

22. How many of these words and groups of words can you define: *Othello, William Tell, Will o' the Wisp, herculean labors, Levant, Golden Horn, Renaissance, three R's, Fourth Estate, Lake Poets, Peter the Hermit, Old Hickory, Colonel Bogie, sour-grapes, Cassandra, divine right of kings, Prince of Peace, Shelley, Sancho Panza, Florence Nightingale, crossing the Rubicon, Great Divide, Jeanne d'Arc, Dante, Gretna Green, Sir Walter Raleigh, pharisaic, Philistine, sop to Cerberus, Lotus Eaters, Terpsichore, cynic, Mrs. Grundy, John Barleycorn, Mrs. Harris, Jupiter, Alfred Jingle.*

23. What is the rank of the army officer who commands a company?

24. Make a chart of newspaper headlines that use (*a*) strong, specific words, (*b*) figures of speech, (*c*) slang, (*d*) classical expressions, (*e*) literary allusions. Summarize your conclusions about newspaper English

25. Study the literary style of some parable in the New Testament. Are the words hard to understand?

CHAPTER XII

I

1. Examine any four high school papers, and note the subjects for editorials. Are they inspired by the class work, outside reading, news of the outside world, or are they concerned with the ethics of school life, fair play, honesty, and the like? On the whole, do you find them thoughtful, sparkling, dull, commonplace, scolding, or preachy?

2. If the editorial is a news editorial following some story current in the school or outside world, does it have a structure? Does it state a fact? Discuss it intelligently, and then suggest a remedy. If you find one of definite structure, please bring it for discussion.

3. Are the editorials in your paper written by the editor, an editorial board, or any member of the staff? Do you ever print a composite editorial? Has it any advantage?

4. Suggest headings for the following general departments on the editorial page. *Poetry, library, personals about students, science, jokes.* What makeup would make these departments stand out?

5. If you consider the school paper narrow and self-centered, suggest a column for the editorial page to clear it of this criticism.

6. Do you note any use of the paragraph instead of the formal editorial?

7. What place would you accord the principal of the school on the editorial page? What do you think is gained by this kind of caption "Our Principal Says"?

8. Do you find among the exchanges any suggestions for welcoming incoming students or saying good-by to outgoing ones?

9. The editorial page provides a place for the column conductor and the cartoonist. Do the cartoons enforce a lesson or are they on the order of the comic strip? What suggestions can you make for little sketches for this page or for bright columns?

10. Note the column division of the editorial page in those papers having five and seven columns. What is the advantage of this?

11. Write an editorial platform which may be printed under the masthead of your school paper.

II

Here is a compilation of opinions on a variety of topics. Use each as a self-starter to get your own mental engine under way. No more than one hundred words on each excerpt — and make your editorial comment clean-cut and honest. If you do not like any of these, lift some sample from your own reading, and let us have an editorial using it as a text.

1. The great epidemic of flag-pole sitting, marathon dancing, and wholesale pie-eating is really a struggle of otherwise ill-equipped individuals against having their frail little egos buried forever in the socialized and standardized age of machines. It is the last stand of the person who can't endure going down into the anonymous mass, and yet who has no way of staying out of it except by doing appalling feats with his legs, nerves or stomach. Since there is every indication that life will become more and more standardized, we face a prospect of contests in the future dreadful enough to shiver our timbers. — Elsie McCormick

2. Mankind is now just an infant a few months old at the most, who up until but a minute ago has been lying in his crib, shaking his rattle. — Dr. Robert A. Milliken

3. If Harvard and Columbia have not, at the moment, professors of shingle bobbing and facial massage they soon will. — Elmer Davis

4. The days in which we live are shot through with the spirit of haste. Every one is in a hurry. The man of the hour is the man out of breath. . . . Half of the people you meet are just in the act of leaving something else which in turn will be left half done. All the more need, then, that every restless, inefficient soul should learn the meaning of that great word of the Lord: "In quietness and confidence shall be my strength." — Charles R. Brown

5. Let us not be unmindful of the fact that during the high school course nothing is of greater importance than the work of the classroom. A continuous faithful performance of duty, following out the assignment and work of the class, takes precedence over every other school activity. It is wonderful to enjoy a football game and quite wonderful to participate in other forms of school activity, but this does not compare in real value to the main purpose at hand: namely, well prepared lessons and a keen, prompt, accurate, skillful response to assignments. — G. A. Morris, Principal Roosevelt High School, Dayton, Ohio

6. I believe that editors should be given leave of absence for at least three months out of every year, with salary and expenses, to travel and gather background and bigness for their publications. — Edward Mott Woolley

7. The right of a newspaper to attract and hold readers is restricted by nothing but considerations of public welfare. The use a newspaper makes of the share of public attention it gains serves to determine its

sense of responsibility, which it shares with every member of its staff. A journalist who uses his power for any selfish or unworthy purpose is faithless to a high trust. — American Society of Newspaper Editors

8. Let us try to strike the moral balance. For war, its voluntary sacrifices; against war, its hates, now perpetuated to last through decades and even centuries of peace, its ethical confusion which results in the atrophy of common honesties, decencies, and purities; and finally its subtle corruption of a whole rising generation. Where, now, stands the balance? — Will Irwin

9. The honor system is not applied as a general thing in high schools. Not until one has reached the maturity of a college student is he left to do work under no supervision and to hand it in accompanied by the usual "word of honor."

However, that is only making a concrete definition of honor system. Life from the very beginning is based on this plan, and nowhere is it more evident than in high school. In some cases one is responsible to his companions and faculty as to whether he carries it out faithfully or not, but more often to himself alone. — *Bulletin*, Central High School, Washington, D. C.

10. The American college system is unnaturally prolonging the adolescent period of our youth. The universities are full of twenty-four-year-old playboys. Their grandfathers at twenty-one had families to clothe and feed. They at twenty-four are worried about snap courses, dates, and will old Harvard win the game! If they go on, as many of them will, to graduate and professional schools, they will be nearing thirty before they begin to support themselves. — Philip Burke in *Columbia*

CHAPTER XIII

1. Find one advertisement each, of a railroad or steamship company, a travel bureau, a correspondence school, an investment company, or bank. What historical and literary allusions do you note? What figures of speech are used? What is the appeal in each? Write a radio ad using a historical illusion.

2. Write an advertisement for a certain bank. Induce readers to put money in a bank instead of hoarding it. How was money kept in the old days? Direct an ad to boys and girls persuading them to save money in their youth.

3. In your geography class, you have studied a country you would like to see. Write an ad for a travel bureau conducting a tour there. Select one unusual feature of this country's scenery or life and build your ad around that feature.

4. Try writing an ad in verse form for your favorite food.

5. Induce the father of a family to buy for his home and children a certain set of books (name them); a piano; a radio; or to have his life insured for the children's education and protection.

6. Write an ad designed to attract the attention of a Boy or Girl Scout to some desirable article or product for his or her use. The dialogue form attracts readers.

7. Suppose you had, and you probably have in your paper, some ads such as the following. Write a headline or attention line for each one, using some verb for action, or some picture for the eye, instead of the merchant's name. Make it apply to high school students.

(*a*) F. C. Case, Druggist. Prescriptions carefully compounded.
(*b*) Brown Bros., Clothiers and Haberdashers.
(*c*) A. C. Stephens, Florist.
(*d*) Buy Baked Goods of Mrs. Anna Frey. Her shop is just across the street from the school.
(*e*) Jewelry M. C. Irvine.
(*f*) Compliments of a Friend.
(*g*) Cordially yours, Reverend Charles White, Pastor of Hillcrest M. E. Church.
(*h*) John A. Green, Dealer in Hardware.

Ads follow the seasons as does news. Make ads (*c*) and (*d*) seasonable, say for Christmas and Easter.

8. Find in four current advertisements examples of the following type of headlines:

(*a*) Declarative sentence which gives selling point of the product; (*b*) one word headline that shows imagination; (*c*) headline in form of a question; (*d*) headline in form of testimonial; (*e*) long headline which is easy to grasp because of its few word groups.

9. Write the headlines for a local bank which will arrest attention of readers interested in savings.

10. Select an advertisement in which unusual words appear. Underline the words which you consider unusual. Replace the underlined words with simpler words. Have you improved the copy? Have you changed the meaning?

11. Write an ad for a fountain pen. When it is completed, put it away for a day. Then get it out and revise it to improve its construction. Notice how many changes occur to you when you read your copy after it has become "cold."

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